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By-Blom, Gaston E.; And Others

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Motivational aspects of the content of first-grade reading textbooks used in the United States and in several foreign countries, as well as textbooks formerly used in the United States, were explored, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable various between subject matter of books chosen by children in libraries and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendixes of coding manuals, attitude sets, and published and unpublished articles are included. (Author/MKD)

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Final Report

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Content Analysis and Children's Responses to First-Grade Readers in the United States and Foreign Countries

Authors: Gaston E. Blom, M.D.
Richard R. Waite, Ph.D.
Sara G. Zimet, Ed.D.
John L. Wiberg, M.D.

Department of Psychiatry
University of Colorado Medical Center
Denver, Colorado 80220

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I. Preface and Acknowledgements

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Harold Basilius, Ph.D., Director of the Wayne State University Press, has been most helpful in facilitating the publication of the motivational guide for the selection of stories of interest to children. Without his interest and perseverance this would not have been accomplished.

The research project has been affiliated with Project Literacy, Cornell University, Ithaca, New York. The authors have presented their work at three of their meetings, and obtained helpful suggestions from those who attended these meetings.

There has been extensive correspondence regarding the various studies of the research project and also a large number of visitors. The authors have had numerous opportunities to discuss their work both formally and informally with various professional groups and individuals. These various contacts have provided stimulation and interest to the investigators in the pursuit of the work.

II. Summary

This is a report of studies on the motivational aspects of the content of first grade reading textbooks used in the United States and a number of foreign countries. The objectives of these investigations has been to explore the nature of content of primary reading materials and its possible influence on reading acquisition and on the transmission of cultural values and attitudes.

Analyses were made of commonly used textbooks, multi-ethnic urban textbooks and textbooks used in various time periods in American history. First graders' spontaneous library book choices were also analyzed along the same dimensions. These analyses led to a practical application of the research, a guide for teachers in selecting stories of interest to children for reading instruction.

Stories told by first grade children from a variety of socio-economic and cultural settings have been collected for theme analysis. In addition, two pilot studies were completed of values and attitudes that are portrayed in the reading materials used in the United States and four foreign countries: Great Britain, South Korea, the U.S.S.R. and West Germany.

FIRST STUDY: The Traditional Series

The first study analyzed 1307 stories in twelve publishers' series of first grade reading textbooks along socio-cultural and personality development dimensions.

Method

A coding manual was developed by the four members of the research group. The individual stories in the readers were used as units to be coded. Each story was rated along the following dimensions: characters present; distribution of children according to age, sex, and relationship; theme; age of activity; sex of activity; outcome of activity; and environmental setting.

Lists of activities appropriate to each age and sex category were compiled by full agreement between the four investigators. These lists served as criterion behavior to be used by the raters in making judgments about each of the stories.

Two raters were trained in the use of the manual. Interrater agreements were calculated with the overall agreement at 93 per cent. The raters then proceeded to code the stories independently.

The coded data in the 1307 stories were assembled in terms of frequency distributions within each dimension and the interactions between certain dimensions.

Results and Discussion

It is possible to describe a gestalt for the stories in this national sample of commonly used first grade readers. The activities are neutral and redundant without much content significance and variation. They are happy family-centered and tend to be ambiguous as to sex role. A child is almost always with other children and is seldom alone. Older age children as siblings and peers rarely appear. In contrast, there tends to be a regressive pull through the emphasis on family attachment, younger siblings, animal stories, anthropomorphized figures and ambiguity in sex role. The setting is most typically in the suburbs, rarely in the city and usually in and around the home. Pets are amusing, cute and frustrating nuisances.

This gestalt represents a striking divergence from the realities of community, family, and child life and from what is known about child development.

Recommendations

Writers of textbooks for children need to demonstrate greater sophistication and awareness concerning the real life of children and their families and the developmental interests of children.

SECOND STUDY: The Traditional Series

Three specific hypotheses were formulated prior to the data analysis discussed in the First Study: 1) the activities depicted in the stories are more frequently ones which, in American culture, are engaged in by children younger than six years of age than by children older than six; 2) the activities are most frequently those in which, in American culture, girls engage; and 3) the masculine activities end in failure more frequently than the feminine activities do.

Method

The data collected by the method described in the First Study was used.

Results and Discussion

The three hypotheses were supported by the data contained in books published between 1956 and 1961. They were not supported in books published after 1962. Thus, the content of primers changed about 1961. This change appears to be consistent with the reorientation of education in the late 1950's, which took cognizance of the frequency of reading disabilities in boys, the growing public criticism of reading textbooks and the research on differences in the learning patterns of boys and girls.

An additional finding that a large proportion of stories were coded "Boy-Girl" both before and after 1962, is noteworthy. By including so many stories which do not differentiate the activities by sex, the authors are ignoring developmental studies demonstrating that children, by the age of six, follow interests and activities which are preferred by their sex.

Recommendations

In order to encourage children to learn to read, stories in reading texts should emphasize growing up and gaining new accomplishments, knowledge and skills. They should also emphasize activities that are clearly either masculine or feminine.

THIRD STUDY: Multi-ethnic Urban and Traditional Series

One hundred eighteen stories in a multi-ethnic, urban first grade reading series were coded along the same dimensions described in the First Study. The data obtained from this analysis were compared to the data obtained in the First Study to ascertain the similarities and differences between them.

Results and Discussion

The ratings of theme, character attributes and sex- and age-appropriateness of the activities indicate that in many ways the urban series closely approximates the traditional series used by most schools. The environmental setting of the stories is even more suburban than the national sample. One major difference appears to be in the ethnic composition of the characters. What is being depicted is a Negro family living in a happy, stable, white suburban neighborhood.

Another striking difference between the urban and traditional series is in the outcome of the activities depicted in the stories. The authors created a series of stories which made it necessary for the children to focus their learning attention on the activities of a group of boys and girls who, most of the time, are unable to succeed in whatever they attempt to do, be it age appropriate play or reading.

Recommendations

Children might read with greater facility if the materials with which they are dealing were more related to their own real backgrounds. In addition to presenting characters who are racially similar to the children reading the stories, the content should be motivational and provide success models in play and learning situations.

FOURTH STUDY: Multi-ethnic Primers

Six multi-ethnic series were subjected to a content analysis using the same dimensions described in the First Study. Comparisons between series were done to ascertain whether the findings obtained from the Third Study were characteristic of multi-ethnic series in general.

Results and Discussion

Only two of the six series emphasized urban settings. Four of the series continue to portray children in a non-urban environment.

The research group developed five categories for describing ethnic composition. From this data it became obvious that each series approached the issue of multi-ethnicity in its own way. In fact, two series cannot be described as multi-ethnic. They were simply not designed for children from a variety of ethnic backgrounds living in present day urban cultures.

With the exception of one series, the frequency of success and failure experiences is similar to that found in the traditional series. However, there is the relatively high frequency of "Help" ratings, but these were not correlated to any single ethnic group.

Two series were written by authors who had previously written traditional all-white series. In comparing the traditional with the multi-ethnic series written by the same authors, it was found that Negro characters were introduced into 13 per cent of the stories and that the stories in general were new and different. Outcome ratings also changed, with the multi-ethnic series having a significantly lower percentage of "Success" stories.

Recommendations

In selecting appropriate reading material for urban, racially mixed groups, a careful examination of the textbooks must be made. For what may appear on the basis of its cover and promotional literature to be a multi-ethnic first grade reading text may, upon closer inspection, contain few significant characters of ethnic background other than White Anglo-Saxon. Including "other" ethnic groups does not necessarily imply that the environmental setting is any different than in the traditional series. Although multi-ethnic series are not generally characterized by stories in which the main activity ends in failure, the tendency to emphasize lack of success in multi-ethnic series is one that needs to be consciously considered by textbook authors.

FIFTH STUDY: Multi-ethnic Series

A clinical analysis of some character types in one multi-ethnic reading series was carried out. The focus was on comparisons of White and Negro six-year-old boys and their fathers in terms of their behavior characteristics displayed in all the stories of the series.

Results and Discussion

The Negro boy was depicted as athletic, less intelligent, impulsive, distractible and the object of humor. In contrast, the White boy was presented as reflective, more intelligent and socially secure.

The White father had more economic resources, displayed consistent masculine behaviors and offered assistance to the Negro father. In comparison, the Negro father had less economic resources, performed feminine tasks or assumed feminine responsibilities, and accepted help from the White father.

Prejudicial values and attitudes clearly emerged in spite of conscious attempt to avoid them.

Recommendations

Multi-ethnic urban series meet an urgent social need. It is extremely important to write textbooks that depict Whites and Negroes in social interaction, and which avoid the negative stereotypes and prejudices which exist about them.

SIXTH STUDY: Historical Textbooks

Three primary reading textbooks representative of each of six time periods from 1600 to 1966 were coded to discern the sex role models portrayed in primers used by previous generations of American school children.

Methods

Sex role behavior expectancies for adults and children were described for each of six time periods: 1600-1776, 1776-1835, 1835-1898, 1898-1921, 1921-1940, 1940-1966. Criterion lists were devised for each of the periods consisting of: 1) the play activities participated in by boys, girls and both boys and girls together; 2) behavior expectancies for boys, girls, and boys and girls together, under and over five years old; and 3) behavior expectancies for male and female adults. These were used by the raters in making their judgments.

In addition to using the coding dimensions described in the First Study, each story was rated for adult male and female roles, outcome of adult roles, outcome for children characters, aggression and dependency themes, agents of help and frustration, sex directed references to learning and school, occupational references, and ratings of the age and sex appropriateness of the content and illustrations.

Two raters (one male and one female) were trained. Interrater reliability was computed at 95 per cent agreement, after which the books were divided between the two raters and coded independently.

Results and Discussion

In varying and increasing degrees, from 1600 to 1966, a diffuse sex role model was presented. This model is only one facet of the sex role expectations assigned by society and is therefore incomplete.

Females were not presented as having a separate behavior identity from males despite the fact that female children and adult characters outnumbered male characters in the books from 1898 to 1966. Treating boys and girls the same is more appropriate to pre-school aged youngsters and thus is an inappropriate age model for the six year old.

There was an extremely high frequency of dependency themes in the total sample of books coded but especially in those from 1921-1966. This behavior was rewarded overwhelmingly, thereby reinforcing the less mature behavior model generally and the feminine behavior model specifically.

A sex diffuse, child-centered model of adult behavior was portrayed from 1921 to 1966. This is in contrast to the adult-centered model in the books from 1600 to 1835 and the absence of significant adult models from 1835 to 1921. Although the contemporary adult model is consistent with the egalitarian and nurturant standards and expectations of society, it excludes a sex distinction and ignores the broad range of behavior manifested by adults in our culture.

Only one socioeconomic and cultural group was represented in the total sample of texts and thus only one possible social class model of sex role behavior was presented.

Recommendations

What is left out of the content of primary reading texts is as important to examine as what is left in. The exclusion of the plurality of sex role models appears to be an established pattern in the readers over the years. The relationship between what is left out and what is real in the child's life needs to be considered more carefully in writing stories for beginning readers.

SEVENTH STUDY: Library Books

Free book selections from the school library for sixty first graders from a suburban, middle-class community were tabulated. All the possible choices (636 books) were coded along the dimensions described in the First Study. A comparison of the traditional series content with the content of preferred and non-preferred library books was made.

Results and Discussion

Children's preferences of story content are markedly discrepant from the content that is contained in first grade reading textbooks. The contrast of content between checked out and not checked out library books further supports these preference findings.

Recommendations

Children's library book preferences may provide information to authors of children's reading texts as to what content may be of interest to them.

APPLICATION OF THE ABOVE RESEARCH

A motivational guide for selecting stories of interest to children learning to read from the basal reading series was published by Wayne State

University Press in June, 1968. This guide is aimed at facilitating the development of a program of differentiated primary reading instruction.

EIGHTH STUDY: Children's Made-up Stories

Stories told by kindergarten and first grade children from a variety of socio-economic and cultural settings have been collected for theme analysis according to the method described in the First Study. They provide illustrations of story content which reflect the interests and concerns of this population of children.

Recommendations

The themes selected by children in telling stories may provide information to authors of children's reading texts as to what content may be of interest to them.

NINTH STUDY: Foreign Textbooks - A Pilot Study

A cross national study of a sample of first grade reading textbooks from twenty foreign countries as well as from the United States is in process. In addition to coding the foreign texts along the dimensions described in the First Study all the texts will be coded to identify the presence of cultural values in the books. For this purpose a series of thirty-six attitudes scales was developed. A pilot study was completed for the purpose of demonstrating the feasibility and applicability of the content analysis methods for English texts as well as to translated material from West Germany.

Method

Sixty randomly selected stories from various publisher series from the United States, Great Britain, and West Germany were coded by trained raters. The dimensions described in the First Study were used as was the new attitudes scale. The thirty-six attitudes were divided into three groups: Cultural Posture, Other-directed Posture, and Inner-directed Posture. In addition to assessing the presence or absence of attitudes in a story, an other-directed or inner-directed attitude was characterized in terms of the age, sex, and character of the person displaying the attitude.

Results

There were more successful outcome stories in West Germany and Great Britain than in the United States.

All three countries had a similar high number of stories identified as what both boys and girls are interested in doing.

There was an equal frequency of successful outcomes of boy activities. But female successful activities were strikingly more frequent in both Great Britain and West Germany than in the United States.

West German stories displayed strikingly more cultural attitudes, and United States stories much fewer. Stories from Great Britain showed more attitudes in general than the two other countries, particularly so for Inner-directed attitudes.

Recommendations

Both similarities and differences in content characteristics were found by using the primary dimensions scales and the new attitude scales. Further study needs to be made with story material from countries with contrasting value systems to those represented in this sample. It is felt that valuable information on socialization differences among countries can be obtained in this way. Attitude variables together with motivational variables exert a powerful force on reading acquisition. Thus the content of first grade reading materials can be seen as one way a culture socializes its children.

CONCLUSION

The content of reading textbooks has two functions to perform: an instrumental one and a socializing one. The degree of success textbooks achieve instrumentally may well depend upon their success as a socializing agent. Once we gain more understanding into the area of the relationship between reading textbook content and reading acquisition, it may be possible to apply our knowledge of child development in writing textbooks that are equally effective as instruments of acculturation and of teaching reading.

III. Background for the Study

Our initial interest in the research reported was stimulated by our clinical work with children who had difficulties in reading. We were much impressed with the greater frequency of this kind of disorder in boys than in girls. This observation, based on limited clinical data, had been made by others; indeed, the sex ratios reported by other investigators ranged from 3:1 to 10:1, boys always having a greater incidence of difficulty. These findings, however, did not hold in all countries or cultures, and this suggested that innate, sex-linked physiological variables were of limited, or at best, indirect importance. We began to wonder what variables were responsible. A variety of variables suggested themselves, including sex differences in childrearing, instructional methods, attitudes toward school and learning, and the content of reading materials.

Our focus of attention was drawn to the materials used to teach American children to read by a number of articles which appeared in the popular and educational press. These studies called attention to many inappropriate elements in the content and format of first grade reading textbooks. These included:

1) Lack of recognition of ethnic, national, and cultural differences (Klineberg, 1963; Books for Schools and the Treatment of Minorities, 1966; Whipple, 1964; Larrick, 1965; Whipple and Black, 1966).

2) The nature of cultural values and attitudes (Chilcott, 1961; Klineberg, 1963; Henry, 1961; Commager, 1962).

3) Lack of information (Bettelheim, 1961; Gray, 1960; Commager, 1962).

4) Lack of resemblance to everyday life (Henry, 1961; Ashton-Warner, 1963; Caswell, 1964; Trace, 1965).

5) Restricted to middle class situations and suburban life (Klineberg, 1963; Carillo, 1964).

6) Restricted vocabulary and unnatural language (Gates, 1962; Smith, 1962; Flesch, 1955; Loban, 1963; Strickland, 1962; Walcutt, 1961; Trace, 1965).

7) Inappropriate theme interests (Harris, 1955; Byers, 1964; Lamb, 1955).

8) Lack of awareness of sex differences in interests (Norwell, 1958; Peller, 1958; Edge, 1963).

The crux of these writings was that it appeared on an a priori basis, that the reading textbooks used in the first grade were inappropriate in terms of interest value. They concealed the realities of life in America, hiding not only its difficulties and problems, but also much of its excitement and joy. They featured Dick and Jane in the clean, Caucasian, correct suburbs, in houses surrounded by white fences, playing happily with happy peers and happy parents. They contained a dearth of moral content which could have high interest value. They presented a monstrous repetition of pollyannaish family activities. They offered no new knowledge. They contradicted the everyday experiences of children in general, since most American children seldom if ever experienced the affect-less situations depicted in the books. Some of these writers also felt that the stories were so predictable in outcome that little if any of a child's incentive to continue reading was derived from the story content.

We began to look at first grade reading books in order to get a better understanding of what these writers were referring to. Was there anything about the books that could help explain the greater incidence of reading failure in boys? Gradually we arrived at three clinical "hunches" about the stories. First, we agreed that the descriptions of primers as representative of the upper middle suburban class, unrelated to real life situations, and overly pollyannaish were essentially accurate. Second, it appeared that the stories depicted activities that in real life are most frequently engaged in by 1) children younger than first-graders and 2) girls rather than boys. Third, it appeared to us that in many stories children's attempts to plan and carry out constructive activities were frustrated by one agent or another. Moreover, from the stories we read it seemed that masculine activities were frustrated more often than feminine activities.

We made the assumption that there was a relationship between the kinds of stories used to teach children to read and the development of their ability to read. This assumption is a reasonable one, although attempts to support it scientifically pose noteworthy methodological problems. The results of at least one study (Whipple, 1963) contribute to its validity, although further research is needed. Whipple found differences in measurements of word recognition, oral reading accuracy, and interest appeal between traditional primers and a new multi-ethnic reading text. The results favored the multi-ethnic reading textbooks. We also believed that the variables included in our "clinical hunches" (depiction of reality, age, sex, and outcome characteristics of the activities in the stories) were particularly important influences in the development of reading ability. Although some of the research in progress focuses on this assumption, our main interest has been the content analysis of the books themselves.

The work already completed and described below began with the analysis of traditional primers (those used most frequently in American schools) in terms of hypotheses derived from our initial impressions. That is, we sought to establish some indications as to the validity of our impressionistic observations. Following these analyses, our attention turned toward reading books which differed from traditional primers, including books used in other countries, books used in American schools prior to 1950, new series explicitly designed for particular groups of children, and books freely selected from libraries by first-grade children.

IV. Methodological Aspects of the Research

A. Content Dimensions and Coding Manual:

The selection of dimensions to be used in the content analyses was based in part on our clinical impressions. That is, particular attention was paid to those aspects of stories which were relevant to the hypotheses we made and to the criticisms of other writers. In addition, it should be noted that both the selection of content dimensions and the generation of hypotheses were based partly on knowledge of developmental factors of special importance for the five or six year old child. For example, the establishment of a more clearly defined sex-role identity is of developmental importance in the six year old child, and thus the sex of the activities depicted in the story is of interest. Also, the tendency of children this age to identify with peers and adults suggests that the degree of similarity between the child and his environment on the one hand, and the story characters and their environment on the other, is a relevant consideration.

Seven content dimensions were selected (see VIII. Appendix - A. Coding Manual). In addition, the stories were rated according to reading level as indicated by the publisher in terms of vocabulary range, word complexity, sentence structure, and idea comprehension. The seven content dimensions were:

1. Characters: Each story was coded according to its constellation of characters. Ten categories were used, such as "children only," "children and mother," "animals only."

2. Distribution of children: The children in each story were counted according to their family membership, (primary family or other family), age (less than six years, six years, more than six years), and sex.

3. Theme: The predominate theme of each story was coded using seventeen categories, including "active play," "pets," "religion," etc.

4. Age of activity: This dimension refers to the age at which children engage in or would be interested in the main activity depicted in each story. Five categories were used, ranging from "two and three-year-olds" to "ten and eleven-year olds."

5. Sex of activity: Each story was coded as to whether its main activity would be one performed preferentially by girls or boys, regardless of the sex of the character(s) carrying out the activity in the story. Since some activities tend to be equally preferred by both sexes, the category "boy-girl" was included in addition to "boy" and "girl".

Forced sex ratings: Those stories in which the main activity was coded "boy-girl" were later re-coded. The raters were asked to which sex they would assign the activity if they were forced to choose. They were instructed here to use the "boy-girl" category only if the forced sex assignment was impossible.

6. Outcome of activity: The main activity of each story was coded as to the nature of its conclusion. Four categories were available to the raters, "success," "failure," "help" (success achieved only with the assistance of someone not involved in the activity's initiation), and "unclassified".

7. Environmental setting: The geographic location of each story was coded, using the categories "urban," "suburban," "rural," "make believe," and "not clear".

When a search of the literature produced no existing scales completely appropriate to the task, four members of the research group devised a coding manual to be used by the raters. They based their judgments on data available in the developmental literature, and in addition, they made use of their own experiences. (All were parents, two had experience as elementary school teachers, one was a child psychoanalyst and one a child clinical psychologist). Lists of activities appropriate to each age and sex category were compiled. Judgments as to the most suitable category for a given behavioral item were pooled, and for inclusion in the lists complete agreement among the four researchers was necessary.

Training the Raters:

The four originators used the first edition of the coding manual to code a number of stories independently. Group discussions, revisions, and further discussions followed until the manual appeared satisfactory from the standpoint of its utility as well as its applicability. Two raters who had not been involved previously in the research and who were uninformed as to its purposes and hypotheses were trained in the use of the manual with stories not included in the subsequent studies. They then coded one publisher's series of books (134 stories) independently, and inter-rater agreements were calculated. These agreements ranged from 86 per cent on one dimension to 99 per cent on another. The overall percentage of agreement at 93 per cent.

The raters then proceeded to code stories independently. Periodic re-evaluation of inter-rater reliability was made, using a criterion of 85 per cent agreement on each dimension. As new raters were employed, they were trained in the same way and subjected to identical evaluations of reliability.

V. Findings of the Research

A. Content Analysis of a National Sample of First Grade Reading Textbooks

Selection of Books:

Twelve publishers' series of first-grade reading textbooks were selected on the basis of a national survey conducted by Hollins (1955). Each series consists of about five books graded by reading level, most of which are concerned with the events occurring in a primary family and its neighborhood. These twelve were the most frequently used series in American first grade classrooms, and constituted approximately 90 per cent of the books to which first-graders are exposed. In all, they contained 1307 stories. In appearance, they are very similar, and they are referred to later as "standard" or "traditional" primers or series.

Tabulation of Data:

The coded data on the 1307 stories were assembled in terms of frequency distributions within each dimension and the interactions between certain dimensions. These distributions and interactions have been reported in part elsewhere (Blom, Waite, and Zimet, 1968). They provide a statistical description of the stories most American children read, or learn to read, in first grade.

The complete findings will not be reproduced here. However, several specific dimensions that were pertinent to our original interests are discussed below.

Results:

Theme:

Table 1 lists the seventeen Theme categories in rank order by frequency of ratings. The stereotyped quality of these stories and books is indicated by the large proportion of stories (47 per cent) contained in the first three categories. (In nine of the twelve publishers' series these three categories account for more than 40 per cent of the stories).

Table 1

Frequency Ratings - Theme

	No. of Stories	Per Cent
Real Life with Positive Emotions	303	23
Active Play	162	12
Pets	152	12
Outings	107	8
Imaginative Play	95	7
Real Life with Negative Emotions	93	7
Nature	83	6
Folk Tales	78	6
Work Projects	76	6
Quiet Activities	41	3
Pranks and Humor	37	3
School	35	3
Parties	20	2
Lessons from Life	14	1
Aesthetics	7	.5
Unclassified	3	.5
Religion	0	0

Those stories coded Real Life with Positive Emotions feature happy endings, and, together with those coded Active Play are the kinds of stories frequently described as "pollyannaish."

Quiet Activities, Pranks and Humor, School, Parties, Lessons from Life, and Aesthetic Appreciation are all found infrequently. There were no stories at all in which the central theme pertained to Religion. The absence of stories about religion and the low frequency of stories about aesthetics and lessons from life is in marked contrast to the content of the McGuffey published prior to the 1830's. While the absence of religion in modern primers is "understandable," the low frequency of other kinds of stories is not. (In seven of the twelve series, no stories were coded Lessons from Life.) It is clear that the communication of moral and ethical values is avoided and, evidently, contemplative, intellectual and creative activities are considered of less importance than active, happy events. The stories are generally bland, perhaps in an effort to teach reading more efficiently by eliminating interfering stimuli, or to avoid public controversy of any sort. Furthermore, with a strong emphasis on vocabulary control and on the mastery of basic skills motivational issues were neglected.

Could ethical and cultural values have been represented in the 78 stories coded Folk Tales? Further inspection of these stories indicated that this was not the case. Generally, they contained few stories with human characters. The characters in 77 per cent of them were animals with human characteristics. Ten per cent featured as characters other anthropomorphized figures, including toys, flowers, trains, and pancakes.

Characters:

In the Character dimension there are ten categories as shown in Table 2. Again, the categories are presented in rank order of frequency.

Table 2

Frequency Ratings - Character

Children and Animals	N=296	23%
Children and Mother	N=202	16%
Children, Mother and Father	N=188	14%
Children and Other Adults	N=172	13%
Children Only	N=146	11%
Children and Father	N=112	9%
Adults Only	N=27	2%
Make-believe Characters	N=14	1%
Inanimate Objects	N=11	1%

The first three categories constitute 53 per cent of the stories, and in eight of the twelve series they account for more than one-half of the stories. This indicates the degree of restriction in the range of character combinations. Four of the twelve series had no stories in which only adults appear. There are fewer stories that include Children and Father as compared with Children and Mother. Thus, the emphasis is on restricted patterns of interactions, and only a limited number of stories is provided which would focus the children's attention on adults, particularly male adults.

Distributions of Children:

The ratings on the Distributions of Children dimension are summarized in Table 3.

Table 3

Distribution of Children According to Age, Sex, Family

Categories	No. of stories in which category is represented	Percentage of Total 1161
Boy - Age 6 - Family	897	77%
Girl - Age 6 - Family	837	72%
Girl - < 6 - Family	389	34%
Boy - Age 6 - Non-family	340	29%
Girl - Age 6 - Non-family	278	25%
Boy - < 6 - Family	69	6%
Boy - < 6 - Non-family	64	5.5%
Boy - > 6 - Non-family	38	3%
Girl - < 6 - Non-family	29	2.5%
Girl - > 6 - Non-family	9	.8%
Boy - > 6 Family	9	.8%
Girl - > 6 - Family	4	.3%

Of the 1307 stories, 1161 include children. The codings point out the representation of family membership in most stories. The "typical" family consists of parents, a boy and a girl each of whom is about six years, and a younger sister. Older brothers and sisters appear infrequently. When other child characters appear, they tend to be about six years old or younger. Seldom are older neighborhood children present. If we assume that the child reader tends to identify with the characters in the story then they would be identifying with age-identical or younger age children. When the data were examined according to combinations of age, sex, and family status (primary family or other), interesting findings emerged. Stories in which only one child is present were few (12 per cent). In slightly more than half of the stories only members of the primary family appeared. Five per cent of the stories excluded the primary family, and 31 per cent included both family and non-family characters. In general, these ratings indicated that what is depicted as age-appropriate are activities that are shared with others, a kind of other-directed, reactive, yet family oriented society of children and parents.

Sex, Age, and Outcome of Activities:

Three specific hypotheses were formulated prior to the data analysis. They stemmed from our original impressions of the primers and were later stated in terms of the dimensions. The hypotheses were:

1. The activities depicted in the stories are more frequently ones which, in American culture, are engaged in by children younger than six years of age than by children older than six.

2. The activities are most frequently those in which, in American culture, girls engage.

3. The masculine activities end in failure more frequently than the feminine activities do.

The results of this particular study have been reported previously, (Waite, Blom, Zimet, and Edge, 1967). Briefly, the first two hypotheses (Sex and Age), were not supported by the data. Approximately the same number of stories were coded "Boy" as were coded "Girl". A sizable number, 399 out of 1307, were coded "Boy-Girl", indicating a decided lack of sex-role differentiation in the stories. Forced-sex ratings failed to yield differences in frequencies of "Boy" and "Girl" ratings. The Age ratings showed that there were approximately the same number of stories depicting activities appropriate to children older than six years as there were to children younger than six years.

The third hypothesis was tested by examining the interaction between Sex and Outcome ratings. This interaction, presented in Table 4, was statistically significant, ($X^2 = 23.8$, $p<.001$). Those activities judged to be masculine (using Forced-sex ratings) more frequently ended in failure than those judged to be feminine.

A re-examination of the data disclosed an interesting additional finding. It was found that the first two hypotheses were in fact supported by the data contained in books published between 1956 and 1961. Indeed, these hypotheses had evolved from our original examination of

Table 4

Interaction Between Forced Sex and Outcome Ratings

Forced Sex Rating	Success	Failure	Help	Unclassified	Total
Boy	379	181	56	4	620
Girl	394	135	54	2	585
Boy-Girl	64	30	4	4	102
Total	837	346	114	10	1307

primers published during that period. Thus, the six series published before 1962 tended to feature stories in which the activities were more appropriate to children younger than six years and to girls rather than boys. After 1962, these tendencies were reversed. The interactions between Sex of Activity and Publication Date and between Age of Activity and Publication Date were statistically significant. Further analysis demonstrated that the third hypothesis (the interaction between Sex and Outcome) was also supported only in those stories published prior to 1962, (see Table 5).

Table 5

Interaction Between Forced Sex and Outcome Ratings

According to Publication Dates (<1962 - >1962)

Forced Sex Rating	Success		Failure		Help		Unclassified		Totals	
	<1962	>1962	<1962	>1962	<1962	>1962	<1962	>1962	<1962	>1962
Boy	182	197	77	104	18	38	3	1	280	340
Girl	262	132	61	74	26	28	1	1	350	235
Boy-Girl	42	22	12	18	4	0	3	1	61	41
Total	486	351	150	196	48	66	7	3	691	616

The fact that the findings were related to the year of publication was surprising. We wondered whether this reflected a deliberate change in the content of stories selected for primers. In the absence at the moment of data relevant to this question, (inquiries directed to publishers have been answered with evasions), one might speculate that these differences reflect, directly or indirectly, the reorientation of American education in the late 1950's. During this period, the frequency of reading disability in boys was acknowledged, along with the growing public criticism of reading textbooks put forth in scholarly articles and in the popular press and television. In addition, some recent research on differences in the learning patterns of boys and girls was having an impact. The national support toward greater scientific achievement (the post-Sputnik era) stimulated greater educational efforts throughout schools.

It is also of interest that there was a large proportion of stories coded "Boy-Girl" both before and after 1962. Developmental studies demonstrate that by the sixth year most children follow interests that are generally preferred by their sex (Kagan, 1964). Boys are caught up in the pursuits of masculine activities, interests and identifications. They choose male peers as friends and avoid girls. Girls, too, generally accept feminine interests, fantasies, and personality reaction though perhaps less strongly than boys. It is possible that the lack of differentiation in sex roles in the stories conflicts with the important developmental task of sex-role identification. It may be that in their efforts to provide stories that are of interest to both sexes, the authors of these primers have diminished their motivational value for all children. From the standpoint of child development it would be more consonant to present activities in stories that are clearly differentiated as to sex role. This would mean that in general when girls appear in stories, they would perform girl activities and when boys appear they would engage in boy activities. This would be consistent with the reinforcement various cultural traditions and activities provide in fostering appropriate sex role identification.

B. Studies of Multi-Ethnic First Grade Reading Materials

Introduction:

During the past five years publishers have responded to growing social pressures for reading textbooks that include as characters children of more than one ethnic background. Prior to this time, the characters were almost exclusively limited to white, middle-class people living a suburban life. The need for integrated textbooks has been stated and restated by numerous writers who emphasized not only the necessity of providing better materials for minority group children, but also for educating white children who may receive much misinformation about other ethnic groups. Most of the multi-ethnic readers currently published have been criticized on the grounds that, except for the skin color of the characters, they are essentially similar to the traditional primers. These criticisms have been mainly impressionistic, but they are important enough to warrant serious examination. Therefore, we carried out two studies of multi-ethnic series to ascertain how they are similar and different from traditional series, and one study which was a clinical analysis of characters portrayed in one multi-ethnic series.

First Study:

The Sample: The first study focused on a multi-ethnic urban first grade reading series which was published in 1964 (City Schools Reading Program). This series resulted from the efforts of individuals associated with a large urban school system to help urban children more readily identify with story characters that represented the types of people seen in multi-cultural neighborhoods (Marburger, 1963; Whipple, 1964). The authors attempted a deliberate departure from the traditional reading series in more than the skin color of the characters. Efforts were made to develop stories with suspense, surprise, humor and high interest. Natural, familiar speech patterns and word usage were employed. A large number of active verbs was chosen for the vocabulary. A comparison of this series with the more traditional ones in terms of the reading acquisition, interest and preferences of children from a variety of socio-economic and cultural neighborhoods indicated that the urban series was more effective (Whipple, 1963). Whether or not its appeal and effectiveness have continued since its introduction has not been determined.

Method of the Study: The following content analysis dimensions were used: story themes, attributes of characters in the stories, sex appropriateness of the activities, age appropriateness of the activities, and outcome of the activities. In addition, environmental setting ratings and ethnicity ratings (frequency counts of Negro, Caucasian and other racial characters) were made. The results of this content analysis were compared to those of the previously described traditional series (Blom, Waite, and Zimet, 1967).

Results: The comparisons of Theme and Character ratings between the two series indicated that the urban series contained the same emphasis as the standard series on pollyannaish stories, with a somewhat greater emphasis on family centered activities. No statistically significant differences were found in the age of the activities, nor in the sex-appropriateness of the activities. Ratings of the character attributes showed a greater frequency of stories in the urban series portraying family and non-family members together. Whereas the "typical" family constellation in the standard series consists of the parents, a boy and a girl, each of about six years, and a younger sister, in the urban series "typical" family the younger sister is replaced by a younger brother.

These ratings indicate that in many ways the urban series closely approximates the more traditional series used by schools. The environmental setting ratings support this conclusion, since in this series suburban settings predominate to an even larger degree than they do in the traditional series, although there are fewer rural stories and more urban stories. Qualitative examination of the urban stories revealed that what is being depicted is a Negro family living in a happy, stable, white suburban neighborhood. No Negroes appear other than members of the primary family. Marburger (1963) described the difficulties and frustrations of writing this first series of pre-primers that would focus on the life of a working-class family, living in a typical, racially mixed neighborhood. The two basic issues confronting this sophisticated and knowledgeable group related to: (1) whether to select stories that describe "what is" or "what should be" and (2) the avoiding of stereotypes in the characterizations. And yet, despite conscious efforts to avoid the problems associated with these factors, the results of our content analysis indicate that these problems were not adequately resolved.

The Outcome ratings in the urban series revealed striking differences between it and the standard series sample. First, the activities in the urban stories end in "Failure" nearly twice as frequently as they end in "Success". None of the twelve series in the traditional series contains more "Failure" stories than "Success" stories. Second, in the urban series there are about as many activities ending in "Help," as in "Success". In the traditional series, seven times as many stories end in "Success" as in "Help". These differences are statistically significant ($P<.001$). Thus, in terms of the Outcome dimension the urban series is distinctly different from each of the other series we studied. An investigation of the relationship between Ethnicity ratings and Outcome ratings showed no particular relationship between the two dimensions. That is, the preponderance of failure stories is a general phenomenon characteristic of this series, and is not correlated with the presence or absence of particular racial groups.

The clear differences between the urban series and the standard series in terms of the Outcome of activities are somewhat surprising. If the development of reading skill is related to the content of the stories in reading textbooks, the presentation of a preponderance of "Failure" stories raises questions about the appropriateness of the stories. The first story in the series is a case in point. One must remember that this is part of the first reading book a young child uses. The student opens the book and sees a picture of a Negro child sitting down to read. Before the child can begin to read his books, a second child (Caucasian) tickles him with a small branch. The story goes on to show the Negro child dropping his books and chasing his Caucasian friend. The story ends at that point, with the Negro child's original intention of reading completely frustrated.

Conclusion: We were forced to conclude as the result of our findings that the authors of this important departure from traditional reading series failed to accomplish their aims in several respects. First, they were unable to portray life in a racially-mixed, urban neighborhood. What they did do was to present characters of several ethnic backgrounds living in an almost completely white, middle-class neighborhood. They attempted to create early success experiences for first grade students by shortening the first pre-primer of the series. Although this goal was apparently realized, our findings indicated that in the process of meeting this goal the authors created a series of stories that focused on children who were often unable to succeed in whatever they attempted to do.

Second Study:

The Sample and Methods: A second study (Waite, 1968) expended our investigation of multi-ethnic primers. Six additional multi-ethnic series were subjected to content analysis, using the same content dimensions described above. They are identified in Table 6 (Series A is the one investigated in the previous study). That series, together with Series F and G, represent the results of new and innovative efforts by publishers of reading textbooks. The four other series were published by companies that have marketed traditional series more widely used by school systems throughout the country. Comparisons between series were used to ascertain whether the findings obtained with Series A were characteristic of multi-ethnic series in general. In addition, where the same group of authors wrote both multi-ethnic series and a traditional series, comparisons were made between their two efforts in terms of the dimensions utilized.

Table 6

Identification of Series A-G

Series	Publisher	Series Title	Copyright Year
A	Follett	City Schools Reading Program	1965
B	Houghton-Mifflin	Reading for Meaning Series (4th Ed.)	1966
C	Scott, Foresman	The New Basic Readers Curriculum Foundation Series	1965
D	Harper & Row	The Harper & Row Basic Reading Program	1966
E	Macmillan	The Macmillan Reading Program	1965
F	Macmillan	Bank Street Readers	1965
G	Chandler	Chandler Language-Experience Readers	1966

Results: The analysis of environmental setting ratings is shown in Table 7. Only Series F and G emphasize urban settings. Thus, the

Table 7

Environmental Setting Ratings

Number and Per Cent of Stories in Each Category

Series	Urban	Suburban	Rural	Not Clear	Make-Believe	Total
A	22 (19%)	71 (60%)	4 (3%)	10 (8%)	11 (10%)	118
B	3 (2%)	87 (65%)	34 (26%)	9 (7%)	0 (0%)	133
C	8 (7%)	46 (40%)	14 (12%)	42 (37%)	4 (4%)	114
D	2 (1%)	86 (52%)	24 (15%)	40 (24%)	13 (8%)	165
E	2 (2%)	47 (38%)	50 (41%)	23 (18%)	1 (1%)	123
F	48 (70%)	2 (3%)	2 (3%)	16 (24%)	0 (0%)	68
G	80 (81%)	1 (1%)	0 (0%)	13 (13%)	5 (5%)	99
National Sample	18 (2%)	499 (38%)	254 (19%)	469 (36%)	67 (6%)	1307

authors of the major publishing companies' series (B through E), have continued to portray children in a non-urban environment. In this respect, they are even more like the "all white" standard series sample than is Series A. The inner-city child, whatever his ethnic background, is thus reading about children in settings quite unlike those with which he is familiar. On the other hand, the two innovative series (F and G) clearly provide the inner-city child with stories about his own immediate world.

The Ethnicity ratings are presented in Table 8. "WAS" signifies that all characters in a given story were judged to be of white, Anglo-Saxon background. Because characters of different backgrounds were introduced deliberately into these stories, readers have little or no difficulty in identifying which ethnic groups are involved. These groups would include: Negro, Spanish-surname, Oriental, and White of different national backgrounds. However, the research group experienced difficulty in grouping the characters and labelling according to ethnic background and their combinations. For example, questions arose whether characters belonged to "cultural" groups or "ethnic" groups. Neither word is adequate, according to Webster, (1961) since the distinguishing attributes of one group is racial, that of another is national background, and others are defined by religion (not included in this particular study). Issues of ethnic background are currently of tremendous national, social and frequently personal importance and it is not too surprising that concerns about equality and potential hostility reach even to such an abstract, "ivory tower" function of categorization.

Table 8

Ethnic Composition Ratings

Number and Per Cent of Stories in Each Category

Series	(1) WAS only	(2) One Non-WAS Group Only	(3) Negro and WAS Only	(4) Other Combinations of Groups	No Real People	Total
A	7 (6%)	17 (14%)	46 (39%)	35 (30%)	13 (11%)	118
B	105 (79%)	0 (0%)	17 (13%)	0 (0%)	11 (8%)	133
C	56 (49%)	16 (14%)	30 (26%)	5 (4%)	7 (7%)	114
D	66 (40%)	3 (2%)	26 (16%)	50 (30%)	20 (12%)	165
E	107 (87%)	0 (0%)	12 (10%)	0 (0%)	4 (3%)	123
F	3 (4%)	3 (4%)	47 (70%)	8 (12%)	7 (10%)	68
G	0 (0%)	2 (2%)	21 (21%)	67 (68%)	5 (5%)	99

The research group finally developed five categories for rating characters and character combinations to describe Ethnic Composition. These were: 1) "WAS Only", 2) "One Non-WAS Group Only", 3) "Negro and WAS Only", 4) "Other Combinations of Groups", and 5) "No Real People". The overriding criterion for rating was clear identifiability of the characters. The categories were selected to determine the degree of integration with particular emphasis on Negroes and Whites.

The use of the label "WAS" may be somewhat misleading. (It is, of course, a form of the widely used term, WASP. We found it impossible to identify the characters' religions). A more accurate description might be Northern European White, which would encompass the many possibilities inherent in the illustrations (Nordic, Celtic, Germanic, Gaelic, Baltic, and Slavic, to name a few). However, it became apparent that one could get into trouble whichever way one turned, since the abbreviations of Northern European Whites came out NEW, and these characters were anything but new! Rather, they were OLD (Old Line Durables)! The label "WAS" was settled on because it had existing communication values. Moreover, the names of the characters lend credence to the supposition that they were of Anglo-Saxon heritage. There was an abundance of Dicks, Janes, and Mr. Littles, and an absence of Pierres, Gretchens, and Mr. O'Briens. Jewish names were never used. The classification "WAS Only" is self-explanatory. The second category, "One Non-WAS Group Only" includes those stories in which all characters are of the same Non-WAS ethnic background. The third category, "Negro and WAS Only" contains characters only from those two groups. The fourth category, "Other Combinations of Groups" refers to those stories in which members of different ethnic groups are present, but the combination is something other than Negroes and White Anglo-Saxons. Finally, the classification "No Real People" was necessary to include stories about animals, imaginary creatures, etc., in which no humans appear.

It is obvious from Table 8 that each series approaches the issue of multi-ethnicity in its own way. In series A, F, and G, people from more than one ethnic group are seen together in most of the stories. Series A and Series F contain stories in which only Negroes and Whites appear, while the character distribution in Series G stories is made up predominantly of several ethnic groups. Series B, C, D, and E each have a large number of stories in which only WAS characters appear. While C and D attempt to include other ethnic combinations, B and E (with only 10 to 13 per cent of their stories including characters from groups other than WAS), cannot legitimately be described as multi-ethnic nor urban. This conclusion is further supported by the environmental setting ratings in Table 7, which indicate that 91 per cent of the Series B stories, and 79 per cent of the stories in Series E, take place in suburban or rural settings. Obviously neither of these series was designed to depict accurately children from a variety of ethnic backgrounds living in urban cultures.

Table 9 shows the Outcome ratings within each series. Series A is unique. No other series had so few stories in which the main activity ended in "Success". Series B and C also differ from the standard series sample in the same direction, but to a lesser degree. Series D through G approximate or exceed the frequency of success experiences in the standard series. Thus, the findings in the previous study of Series A cannot be generalized to all multi-ethnic primers.

Table 9

Outcome Ratings in Multi-Ethnic Series

Number and Per Cent of Stories in Each Category

Series	Success	Failure	Help	Unclear	Total
A	26 (22%)	64 (54%)	27 (23%)	1 (1%)	118
B	55 (41%)	54 (41%)	17 (13%)	7 (5%)	133
C	59 (52%)	35 (31%)	20 (17%)	0 (0%)	114
D	113 (68%)	22 (13%)	23 (14%)	7 (5%)	165
E	75 (61%)	24 (19%)	18 (15%)	6 (5%)	123
F	49 (72%)	1 (2%)	18 (26%)	0 (0%)	68
G	91 (92%)	4 (4%)	4 (4%)	0 (0%)	99
National Sample	832 (64%)	340 (26%)	120 (9%)	15 (1%)	1307

An interesting finding appearing in Table 8 is the relatively high frequency of "Help" ratings. With the exception of Series G, every series has a greater proportion of stories rated "Help" than does the standard series sample. We compared Series B through G with the standard series in this regard. There was a significant difference between the multi-ethnic series and the standard series in the frequency of "Help" ratings ($X^2=11.4$, $p<.001$). Examination of the data indicated no correlation between Outcome ratings and Ethnicity ratings, a finding similar to that for Series A alone. That is, non-WAS children in the stories do not "Succeed," "Fail," or need "Help" any more frequently than other children. The general emphasis on "Help" is significant and suggests a poorly understood change in emphasis when authors write multi-ethnic primers. It may very well be, when authors attempt to write stories about children from urban settings with different ethnic backgrounds, that attitudes of limited ability and intelligence influence the content in a general way.

Two series, B and D, were written by authors who had previously written traditional all-white series (Alice and Jerry Basic Reading Program, Harper & Row, 1957; Reading for Meaning, Houghton-Mifflin, 1963) comparing B with the all-White series written by the same authors, we found that Negro characters were introduced into 13 per cent of the stories, and that the stories in general were new and different. Outcome ratings also changed, with the multi-ethnic series having a lower percentage of

"Success" stories. This difference in Outcome ratings was statistically significant ($X^2=16.3$, $p<.001$). The same comparison was made between Series D and the all-White traditional series written by the same authors. Sixty per cent of the stories in Series D contained non-WAS characters. Once again, the outcome ratings show a significantly lower incidence of success stories in the multi-ethnic books, ($X^2=9.5$, $p<.005$).

Conclusions: Several conclusions were drawn from the results. First, what may appear on the basis of its cover and promotional literature to be a multi-ethnic first grade reading book may, upon closer inspection, contain few significant characters of ethnic background other than White Anglo-Saxon. Second, including "other" ethnic groups does not necessarily imply that the environmental setting of the stories is any different than that of the traditional, suburban-oriented series. Third, although multi-ethnic series are not generally characterized by stories in which the main activity ends in failure, some authors may have a tendency to emphasize lack of success to a greater extent in their multi-ethnic series than they do in their traditional first grade reading books.

This type of study, in which the emphasis is on rating scales, frequency distributions and statistical comparisons, makes it almost impossible to communicate the many attributes that tend to make a reading series attractive, pallid or unappealing. Suffice to say that Series G is new and different, depicting real children in real situations. After having read a large number of pollyannaish stories about essentially the same smiling, unreal children in the same sunshiny, idealized middle-class situations, we found Series G to be attractive, appealing and stimulating.

Third Study: A Clinical Analyses of Some Character Types in Multi-Ethnic Reading Series

While our original interest was on the influence of content of stories in reading textbooks on the development of reading skill, it also became apparent that cultural values and attitudes were being conveyed through the content as well. This was strikingly brought to our attention through the content analysis of multi-ethnic urban reading textbooks.

Waite (1968) approached this problem through a clinical analysis of some character types in one multi-ethnic urban reading series (Series A). He focused on comparisons of White and Negro six-year-old boys and their fathers in terms of their behavior characteristics displayed in all the stories of the series. Waite found that the Negro boy was depicted as athletic, less intelligent, impulsive, distractible and the object of humor. In contrast, the White boy was presented as reflective, more intelligent, and socially secure. The fathers of these two boys also showed definite individual characteristics. The White father had more economic resources, displayed consistent masculine behaviors, and offered assistance to the Negro father. In comparison the Negro father has less economic resources, performed feminine tasks, or assumed feminine responsibilities, in nearly half of his appearances, and accepted help from the White father.

Waite (1968) indicated that although the authors of this multi-ethnic urban series (Series A) responded to an urgent social need to write textbooks that depicted Whites and Negroes in social interaction, the characteristics they chose for the Negro males reflect the stereotypes and prejudices which exist about them. While the conscious intent of the authors was socially responsive, prejudicial values and attitudes clearly emerged in spite of conscious attempts to avoid them.

C. Historical Study of Sex Role Models in Primary Reading Textbooks

The large proportion of stories coded for both boys and girls together in both the standard and multi-ethnic series suggested an area for further exploration by Zimet, (1968). She was interested in finding out what models of sex role behavior were portrayed in the primary reading textbooks used by previous generations of American school children.

Methods of the Investigation:

Six contiguous time divisions were established, covering the years from 1600 to 1966,* after a careful examination of the literature describing sex role behavior patterns and expectations for adults and children over this span of years. The six time boundaries included: (1) trends away from a previous behavior standard; (2) the predominant behavior standard; and (3) trends towards a new standard of behavior expectancy. Using the same source of information, criterion lists were devised for each of the six periods consisting of: (1) the play activities participated in by boys, girls, and both boys and girls together; (2) the behavior expectancies for boys, girls, and boys and girls together, under and over five years old; and (3) behavior expectancies for male and female adults.

The coding dimensions used in the earlier studies required some modifications and expansion in order to more adequately tap the sex role variables being investigated. In other words, in addition to those categories mentioned for the standard series,** each story was rated for adult male and female roles, outcome of adult roles, outcome for children characters, aggression and dependency themes, agents of help and frustration, sex directed references to learning and school, occupational references, and ratings of the age and sex appropriateness of the content and illustrations (see Appendix B).

Three primary reading textbooks representative of each of the six periods were selected for coding, a total of 18 readers in all. Since sex role behavior was being coded, one male and one female were trained as raters. Interrater reliability was computed at 95 per cent agreement, after which the books were divided between the two raters and coded independently.

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*Period I: 1600-1776; Period II: 1776-1835; Period III: 1835-1898; Period IV: 1898-1921; Period V: 1921-1940; Period VI: 1940-1966.

**Family composition and forced sex ratings were not included.

Results and Discussion:

The findings from this analysis of the sex role models produced some interesting results, only a few of which will be presented and discussed at this time. First, in varying and increasing degrees, from colonial days to the present, a diffuse sex role model was presented by the portrayal of adult males and females performing similar roles and boys and girls playing at activities appropriate to both of them. (This finding corroborated the findings in the standard and multi-ethnic series studies).

This diffuse model of sex role behavior is consistent with the diffuse model described in the behavior criterion lists for the six periods. It should be noted however, that a sex-differentiated model is also described in this list. In other words, on the one hand differences between the sexes are minimized in a society that prides itself on its egalitarianism, yet on the other hand, the culture continues to expect different behavior from the two sexes. The model selected for presentation in these textbooks has been the diffuse one and therefore such a model of behavior is incomplete and inadequate for children for whom these texts were written.

Second, although a conscious effort was made as far back as Period II (1776 to 1835) to present reading material suitable to females, and despite the fact that female children and adult characters outnumbered male characters in the books from 1898 to 1966 (Periods IV, V, and VI), females were not presented as having a separate behavior identity from males. Although a possible explanation for minimizing sex differences by treating both boys and girls alike may be found in the desire to present materials that would be acceptable to a heterogeneous classroom grouping, it remains a curious matter that other alternatives were not attempted. One wonders perhaps if in treating both boys and girls alike, this was not an unconscious effort to deny the existence of sexuality in children.

This same explanation may also account for the similar treatment in our culture today of boys and girls under five years old. They are dressed alike, have the same toys and play together at the same activities. And yet, by presenting these less mature models of behavior in stories meant to be read by children over five years old, are we not also ignoring the tendency of older children to look down upon behavior which was appropriate the year before? A prime insult is to be accused of "acting like a baby" or like a "sissy."

Third, there was an extremely high frequency of dependency themes in the total sample of books coded, especially in those from 1921 to 1966 (Periods V and VI). This behavior was rewarded overwhelmingly for both sexes and for all age levels and thus helped to reinforce the less mature behavior model described above since dependency is associated with very young children and females. This feminizing quality is also present in the characterization of a positive male dependent model.

Fourth, adult characters dominated the texts during Periods I and II (1600 to 1835), and were portrayed as idealized models of religious and ethical behavior. In this sense, an adult-centered model was presented.

Between 1835 and 1921 (Periods II through IV), adult characters practically disappeared from the texts and were displaced by children and animals. Adult characters entered the books again in sizable numbers during the last two periods (1921 to 1966) but this time they (both males and females) were presented as facilitators of their children's wishes, interests and needs, without distinct interest and needs of their own. Thus a sex-diffuse, child-centered model of adult behavior was portrayed.

Since it is primarily from adult models that sex role behavior is learned, it was important to examine the characterizations of adults in the books to see what standard of behavior they were communicating. The child-centered adult model communicates an attitude that the adult exists for the child's pleasure only. The sex-diffuse adult model also presents a very limited view of male and female behavior. Let us assume, however, that the adults are also being assessed by the child reader on the basis of their personality characteristics. Unfortunately the range was limited here as well to those of congeniality and affability and made no distinction between the sexes. Although these examples of behavior were consistent with the egalitarian and nurturant standards and expectations of society, they excluded the sex distinctions and the broad range of behavior manifested by adults in our culture. To this extent, the texts fell far short of fulfilling the role of an acculturation media.

Fifth, both adults and children, males and females, were successful most of the time in whatever they set out to do in those books coded from 1835 to the present (Periods III through VI). During this time span life for both sexes and all age levels was presented as being carefree, without sorrow, pain and conflict. (This finding was consistent with the results of the analyses of the standard and multi-ethnic series).

The preoccupation with pollyanna themes in the textbooks may well be a reflection of the protective attitude which developed towards children as a result of seeing them as unique beings. Keeping children from negative experiences as well as from the realities of the adult world could be accomplished through presenting this kind of vapid story content. The predominance of stories in a rural and suburban setting may also be attributable to this same protective attitude, since the bad life was equated with the city and the good life with the country or the suburbs.

Sixth, aggression themes were infrequently scored. However, when they were present, the aggressors were more often animals than humans in the books from Periods III through VI (1835 to 1966). This finding is a prime example of the avoidance of negative affect in the reading texts. In other words, the presence of aggression themes appeared to be for the sole purpose of convincing children that only animals experienced such feelings or exhibited such behavior. The aggressive behavior was detached enough so that the child would not copy it and yet plausible enough for him to accept the moral that aggressive behavior led to punishment.

And seventh, only one socioeconomic and cultural group was represented in the total sample of texts examined and thus only one possible social class model of sex role behavior was presented. The avoidance of socioeconomic and cultural differences is similar in a sense to the avoidance of sex differences and the denial of aggression as a human trait. We are saying in essence, that by ignoring them or diffusing them we are doing away with the evils or inequities associated with them. This is the old story of treating the symptom rather than the cause. By dealing with aggressive drives directly we can better understand both the direction they can take us and the direction we can take them. Similarly, the extent to which sex labels, cultural labels and socioeconomic labels produce inequities in our society, the inequities should be eliminated not the differences.

Perhaps in this sense, what was left out of the content of these primary reading texts is as important to examine as what was left in. The exclusion of the plurality of sex role models that exists in American society suggests that these texts ignored the differences in cultural backgrounds and socioeconomic conditions that account for these differences. It is interesting to speculate whether this was an attempt to unify a diverse people under the white, Anglo-Saxon middle-class model in the spirit of egalitarianism, or if this was a reflection of the attitude towards the role of education as a selector and sustainer of tradition.

D. Library Selection Study of First Grade Children

Having identified several motivational variables in the basal reading series, we were curious to discover how closely some of these characteristics coincide with the actual reading interests and reality/fantasy experiences of children. Free book selections from the school library for sixty first-graders from a suburban, middle-class community have been tabulated. The possible choices (639 books) were coded along the dimensions described earlier in this chapter. The results of this study have been prepared for publication (Wiberg and Trost, 1968). Some of the preliminary analyses are of interest. The story content of the library books (639 books) differed markedly from the story content of the National Sample of primers (1307 stories in 12 publisher series). In the library sample there were significantly more stories displaying boy activities and depicting urban environments. In contrast the National Sample contained significantly more stories with children and mother, children and father characters. They also had more girl activities, failure outcomes, and suburban environments.

When the story content of books checked out of the library were compared to those not checked out, significant differences were found. The checked out books had themes of folk tales, pranks, and nonsense and characters of animals only and make believe. Girl activity stories were frequent (which was probably due to the fact that girls checked out books more frequently than boys). Stories about other environments (foreign countries, seashore, etc.) were also checked out. In contrast the not checked out books had story themes of outings and pollyannaish real life events and children only characters. Ambiguous sex activities, that is, what both girls and boys would do, were also not selected. In addition, failure outcomes and not clear environments (those not identifiable as suburban, urban, or rural) were among the books not checked out of the library.

The content of books checked out of the library was compared to the content of stories in the National Sample of primers. The results emphasized the difference between children's reading interests and primer content which the child is forced to deal with in learning to read. The themes of library books emphasized folk tales, lessons from life, nature, and real life events with negative emotions while themes of the National Sample stressed active play, pets, and pollyannaish real life events. There were older age activities in the library books and more less than six-year-old activities in the National Sample. Girl and boy and girl activities were more frequent in the National Sample while boy activities were more common in the library books.

In the checked out library books there were differences in content preferences between first grade boys and girls. Boys selected boy activity content and theme content of pranks and information while girls selected pet themes. Girls did not have significant differences in terms of sex of activity.

These preliminary findings of the library selection study indicate that children's preferences of story content are markedly discrepant from the content that is contained in first grade reading textbooks. The contrast of content between checked out and not checked out library books further supports these preference findings.

E. Application of the Research - A Motivational Guide for Selecting Stories of Interest to Children

One of the practical consequences of this research has been the development of a motivational guide for selecting stories of interest to children learning to read from the basal reading series coded (Zimet, Blom and Waite, 1968). This guide is aimed at facilitating the development of a program of differentiated primary reading instruction by those teachers, curriculum consultants and clinicians directly concerned with organizing and implementing such a program. For example, the users of this index will in effect be saying, "Given the characteristics of this child, I think he will be attracted by stories whose themes are Work Projects and whose characters are solely children." This represents an attempt, therefore, to match the story to the child.

The categories used to construct the index were carefully devised according to principles appropriate to the development of the child in our present cultural setting. Information about the stories includes:

1. Level: The stories are grouped by publisher and then listed according to reading difficulty level. There are nine levels which have been specifically defined by the various publishers.

2. Stories: The stories are grouped by publisher and copyright date. Each story selection is identified further by a number, story title, the title of the book in which it may be found and the page number.

3. Age: Each story is classified according to the age at which children would typically perform the activity and/or would be predominantly interested in the activity or theme depicted.

4. Sex: Each story is given a rating which indicates that predominantly boys or predominantly girls do the activity or have interest in the theme. Since both boys and girls share interest in some activities, a third category, Boy-Girl, is also included.

5. Outcome: The outcome of the plot of the story is classified in terms of Success, Failure, and Help.

6. Theme: The predominant activity or theme of each story was categorized according to fifteen possible theme choices.

7. Environment: Both the physical appearance of the situation and the context of the story were used as criteria in establishing where the activity of the story took place, in an Urban, Suburban, or Rural setting. When the setting was not clearly definable, it was rated as "Not Clear." Other settings such as foreign country, jungle, make-believe, etc., were specifically written in.

8. Characters: The characters of each story or plot were placed into one of the following categories: Children Only; Children and Animals (No Adults); Animals Only (No Real People); Make Believe Characters but No Animals or People; Inanimate Objects that are either personified or described without Real People or Animals as Characters; Adults Only; Children and Mother; Children and Father; Children and Mother and Father; and Children and Other Adults.

9. Sex/Outcome: The close relationship between success in reading and the sex of the child prompted the inclusion of this category in the index. It is possible to locate a story appropriate to a Boy and/or a Girl in which the Outcome of the plot ends in Success or Failure. Therefore, whenever Sex and Outcome are of special concern, this reference is useful.

10. Cultural Composition: The cultural composition of the characters depicted in the stories was classified into four categories and were defined as follows:

(1) Non-Integrated Conventional: Only middle-class, "Anglo-Saxon" characters present;

(2) Non-Integrated Other Cultures: Only one cultural group present but differs from the conventional, middle-class, "Anglo-Saxon" characters usually found;

(3) Integrated Bi-Cultural: Refers to conventional, middle-class "Anglo-Saxon" characters with Negro characters;

(4) Integrated Multi-Cultural: Refers to the presence of two or more cultural groups which may or may not include the standard, middle-class "Anglo-Saxon" characters.

F. Content of Stories Told by First Grade Children

Multi-ethnic primers have been praised and criticized for a variety of reasons. However, we wondered whether or not the interests, real and fantasy, of children from different backgrounds differed enough to warrant experimentation with separate primers. As a beginning venture in this area, we have collected stories made up by kindergarten and first grade children. Among the groups we are working with are lower and middle-class urban Negro children, Spanish-surnamed children from a large urban area, and Spanish-surnamed children from migrant workers' families. These stories will be coded according to the dimensions previously described, and compared with stories obtained from WAS middle-class children and with the primer data already available.

G. Cross National Studies of First Grade Reading Textbooks

An examination of the results from our analyses of both the contemporary and historical American primary reading texts has identified characteristics popular to values assigned to the American middle-class culture. Although the earlier texts communicated these values in a more obvious and direct manner than do contemporary texts, studies by other investigators (Child, Potter, and Levine, 1946; Holmes, 1960; McClelland, 1961) support our contention that the modern readers communicated these values as well but on a more covert, inferential level. The findings of these other investigators indicate that elementary reading textbooks accurately reflect national characteristics, modalities, attitudes, and values. However, the reading textbooks used by them for these analyses were at a higher grade level than first grade.

Following this lead, a cross-national study of a sample of first grade reading textbooks from 20 foreign countries as well as from the United States (for public and parochial school use) is in process. In addition to evaluating parameters already examined in the American contemporary first grade texts, means of identifying and scoring the presence of cultural values in the stories are being devised.

At this time we have developed a series of 36 attitude scales (see Appendix C) which can be carefully defined and scored with acceptable inter-rater reliability. The series of 36 scales have been divided into three groups: Cultural Posture (N=11), Other-directed Posture (N=15), and Inner-directed Posture (N=10). Cultural Posture includes scale items such as: traditionalism, family togetherness, nationalism, and others. Other-directed Posture has scale items such as: caring and nurturing, conformity, independence, and others. Inner-directed Posture has scale items such as: ambition, alertness, intelligence, and others. In addition to assessing the presence or absence of attitudes in a story from its verbal and illustrative content, the rater characterizes an other-directed or inner-directed attitude in terms of who displays the attitude according to sex, age, and character.

Recently, Blom and Wiberg (1968) have completed a pilot study of stories (60 randomly selected stories from various publisher series) from the United States, West Germany, and Great Britain. This study has demonstrated the feasibility and applicability of our content analysis methods to both English and translated materials. However, it should be recognized that there are limitations in using translated materials and in employing scales based on American standards.

Nevertheless, some preliminary findings from this pilot study are of interest. From the original dimensions on which the content of American first grade textbooks were analyzed we found that there were more successful outcome stories in West Germany and Great Britain than in the United States. Ratios of success:failure were as follows: United States >2:1, Great Britain <4:1, and West Germany >8:1. All three countries had a similar high number of stories identified as what both boys and girls are interested in doing. Boy activities, successful in outcome, were found in about equal frequency for all three countries but female successful activities were strikingly more frequent in both Great Britain (22:1) and West Germany (28:0) than in the United States sample (>3:1). It would appear then that the higher success outcome findings in England and West Germany were contributed by girl activity stories.

As regards the findings from the attitude scales, Table 10 indicates the overall frequency distributions of the three groups of attitudes in the primers of West Germany, United States and Great Britain. It can be seen that West German stories display strikingly more cultural attitudes with United States stories much fewer. Stories from Great Britain show more attitudes in general than the two other countries, particularly so for Inner-directed attitudes.*

Table 11 demonstrates both the high and low frequencies of attitude scales among the three countries. As can be seen Cultural attitudes of traditionalism, family togetherness, education, and display of food were in high prevalence in the West German stories. Attitudes of family togetherness (Cultural), work and care and nurturing (Other-directed), and intelligence (Inner-directed) were high among United States stories while attitudes of display of food and death and infirmity (Cultural), caring and nurturing and physical aggressiveness (Other-directed), and cleanliness and ambition (Inner-directed) were high among stories from Great Britain. From Table 10 it can be seen that religion and education are presented in low frequency within primer stories from the United States and Great Britain although these attitudes are in high frequency in West German stories. On the other hand intelligence is displayed in low frequency in the German stories and in high frequency in the United States stories.

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*N indicates the number of times an attitude or an attitude group appeared in the sample of 60 stories.

Table 10

Distribution of Attitude Frequencies According to Groups and Countries

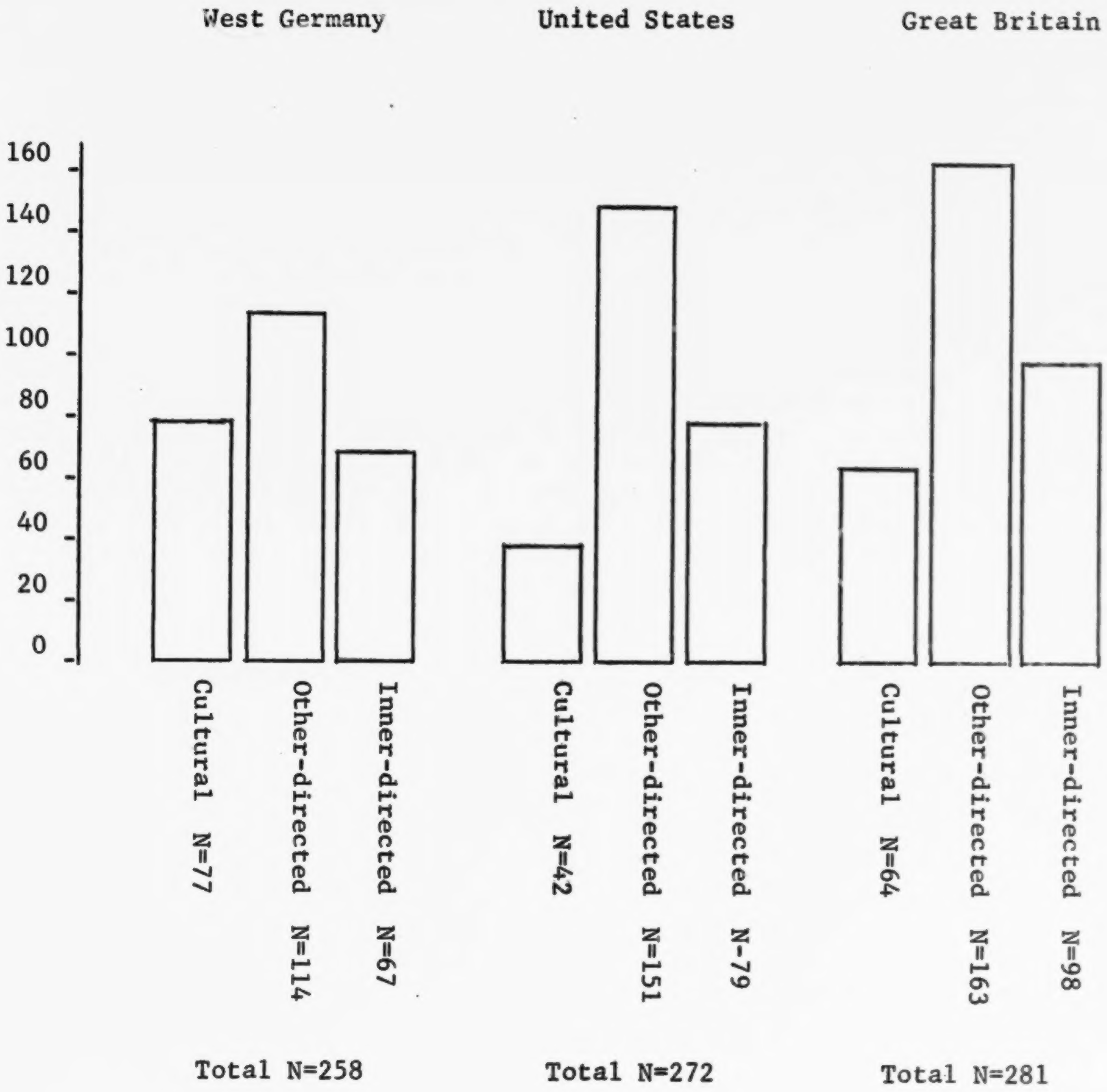

Table 11

High and Low Attitude Frequencies According to Countries

West Germany	United States	Great Britain
	High Frequency Attitude Scales	
Traditionalism N=9	Family togetherness N=11	Display of food N=28
Family togetherness N-13	Caring and nurturing N=45	Death, infirmity N=11
Education N=9	Work N=19	Caring and nurturing N=35
Religion N=8	Intelligence N=15	Physical aggressiveness N=22
Display of food N=26		Cleanliness N=13
Cleanliness N=12		Ambition N=17
	Low Frequency Attitude Scales	
Disobedience N=1	Physical weakness N=2	Education N=0
Intelligence N=4	Religion N=0	Religion N=2
Dirtiness N=2	Education N=4	

The characterization of an Other-directed or Inner-directed attitude according to who displays the attitude (sex, age, and character) also provides interesting findings. For example, physical aggressiveness (Other-directed) was found in the following frequencies: Great Britain (N=22), United States (N=13), and West Germany (N=12). While one can say that stories from our random sampling show a high frequency of physical aggressiveness in Great Britain, interesting results appear when physical aggressiveness is characterized by sex, age, and character for the three countries. Table 12 indicates that in stories from the United States primers physical aggressiveness is displayed almost entirely by animals and imaginary animals and is not clearly related to sex or age. (This finding is consistent with the results from the historical study). This is in contrast to the stories from Great Britain and West Germany. These two countries show no females alone portraying physical aggressiveness.

Table 12

Physical Aggressiveness According to Sex, Age, and Character

For Countries

	Great Britain	United States	West Germany
1. Sex			
male	9	2	5
female	0	1	0
indeterminate*	13	10	7
2. Age			
child	9	2	7
adult	4	0	0
indeterminate*	9	11	5
3. Character			
human	8	0	6
animal	8	9	5
imaginary	0	0	0
imaginary animal	2	3	0
inanimate	1	0	0
indeterminate*	3	1	1

(*) Indeterminate indicates either more than one category displays the attitude or the category cannot be determined.

These preliminary findings from a pilot study of primer stories from United States, Great Britain, and West Germany indicate both similarities and differences in content characteristics as measured by our primary dimension scales and our new attitude scales. At this point we observe national differences in the results but are not certain as to whether they reflect true national differences or whether they are also the result of differences in the way educational programming is carried out in these countries. We will therefore try to interpret our findings in the light of other cross national studies from these countries. One would expect similarities in findings as well since these three nations have many similar values in common. We plan to apply our methods of analysis to primers from countries where contrasting values and attitudes clearly exist.

While we see the attitude scales themselves as providing valuable information on socialization differences among countries, we are also interested in those attitudes which may promote and be related to learning and reading. It is our contention that attitude variables together with motivational variables exert a powerful force, though not a sufficient one, on reading acquisition. The content of first grade reading materials can be seen as one way a culture socialized its children in addition to its more direct function in teaching language skills.

VI. Conclusions

This research deals with the written and illustrated content of first grade reading textbooks as an important contributing factor to the problem of reading retardation. Content is viewed as a motivating factor in influencing children to read. The reading textbook is the traditional means through which reading skills are taught. But more than that it is also the first text placed in the hands of the child entering first grade or possibly even school for the first time. While considerable national attention has been focused on the sociocultural inappropriateness of reading materials, less attention has been given to the developmental interests of children, particularly boys, as reflected in the content of stories. Furthermore, the content of reading materials and children's responses to them have not been sufficiently studied in a systematic-objective fashion.

The content of reading materials is also a way in which cultural, interpersonal, and individual attitudes and values are communicated to children. It is assumed that differences in such characteristics exist among various countries, and between various historical periods in the United States. A clarification of such differences will contribute information about national characteristics in personality and about psychosocial and cultural influences on learning, reading in particular.

The research group has been a member of "Project Literacy" for the past five years and shares in a basic aim of that project, which is the improvement of methods in teaching the English language, particularly reading. One of the methods to be improved upon concerns the nature of the content of reading materials used in teaching.

Thus, the content of reading textbooks has two functions to perform: (1) an instrumental one and (2) a socializing one. The degree of success textbooks achieve instrumentally may well depend upon their success as a socializing agent. What is needed next is an investigation into the actual effect of content on children's attitudes and reading acquisition. Once we gain more insight and understanding in this area, it may be possible to apply our knowledge of child development in writing textbooks that are equally effective as instruments of acculturation and of teaching reading.

VII. Supplementary Materials

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Coding Dimensions***

APPENDIX A

1. CHARACTERS

Determine and classify the characters of the story or plot, treating each chapter separately and using the pictures as follows:

0. Children only
1. Children and animals (no adults)
2. Animals only, no real people
3. Make believe characters but no animals or people
4. Inanimate objects that are either personified or described without real people or animals as characters
5. Adults only
6. Children and mother
7. Children and father
8. Children and mother and father
9. Children and other adults

2. In the character rating (above, section 1), whenever there are children (0, 1, 6, 7, 8, 9), the rater lists the number of children in each of the following 12 categories:

   1. Boys - family - age 6 (record number 0 to 9)
   2. Boys - family - less than age 6 (record number 0 to 9)
   3. Boys - family - more than age 6 (record number 0 to 9)
   4. Girls - family - age 6 (record number 0 to 9)
   5. Girls - family - less than age 6 (record number 0 to 9)
   6. Girls - family - more than age 6 (record number 0 to 9)
   7. Boys - non-family - age 6 (record number 0 to 9)
   8. Boys - non-family - less than age 6 (record number 0 to 9)
   9. Boys - non-family - more than age 6 (record number 0 to 9)
   10. Girls - non-family - age 6 (record number 0 to 9)
   11. Girls - non-family - less than age 6 (record number 0 to 9)
   12. Girls - non-family - more than age 6 (record number 0 to 9)

3. Determine the predominant activity or central theme of the story, treating each chapter separately and using the pictures. The predominant activity or central theme represents the plot of the story. It is the activity about which all other activities or actions revolve, that which unifies the plot, or that which occupies the most emphasis and/or space. The predominant activity or central theme is the basis for ratings 4, 5, 6, 7.

4. In making your ratings on 4, 5, 6 and 7 be careful to avoid contaminating, examples: do not let your age rating influence the sex rating, do not let category of theme or activity influence your age and sex ratings, etc.

***A true copy of the original coding manual.

5. PREDOMINANT THEME

Classify the predominant activity or theme of the story (i.e., the plot itself). Place the story in only one category among those listed below:

1. Active play--organized games such as ball games, blind man's bluff and unorganized sports such as swimming, hiking, fishing, running, skipping, wading, etc.
2. Aesthetic expression and appreciation--beauty, poetry, music, painting.
3. Folk tales--fairy stories, Paul Bunyan, etc.
4. Imaginative play--with or without props or toys such as cops and robbers, policeman, play acting, etc.
5. Lessons from life --morals, why one must be good, etc.
6. Nature--life of the honey bee, animal activities, not including pets; storms, growing flowers.
7. Outings--trip to zoo or to grandmother's or picnics, etc.
8. Parties--birthday parties, tea parties, etc.
9. Pets--playing with or taking care of pets.
10. Pranks, humorous situations--involving people and/or pets, teasing.
11. Quiet activities--reading, table games, watching TV, listening to radio, etc.
12. Real life situations with negative affect or excitement--being lost, running away from home, participating in family arguments, etc.
13. Religious activities--attending church, praying, etc.
14. School activities--not in terms of imaginative play.
15. Work projects--painting chairs, raking the lawn, etc.
16. Real life situations with positive affect or excitement--parents working, planning surprises, getting reward or prize, errands, going to the store, etc.
17. Unclassified (indicate the activity by writing it in)--not included in the above.

6. AGE

Classify the story according to the age at which children would perform the predominant activity and/or would be interested in the activity or theme depicted even though it may not involve children. A list of activities and interests is arranged by age groups to serve as guide lines. An activity is assigned to that age level where it is a predominant activity, where it achieves an ascendancy, where it is mastered by children, and where it is of paramount interest. Some interests and activities run through various age groups but their qualities (complexity or simplicity, elaborations, intensity, etc.) will depict an age group most appropriate. One needs to consider, therefore, not only the "what is being done" but also "how it is being done." For example, children at various ages swim or are interested in swimming, yet two and three-year-olds paddle and wade, six and seven-year-olds are beginning to swim, eight and nine-year-olds swim fairly well, and ten and eleven-year-olds are diving and more accomplished.

1. Two and three-year-olds
2. Four and five-year-olds
3. Six and seven-year-olds
4. Eight and nine-year-olds
5. Ten and eleven-year-olds

7. SEX

Classify the activity or theme independent of age on the basis of:

1. What predominantly boys would do or be interested in.
2. What predominantly girls would do or be interested in.
3. What boys and girls would do or be interested in.

Both boys and girls would do or be interested in many activities or themes since masculine and feminine interests are shared by both. However, we are interested in a stereotypical rating which would indicate that boys predominately or girls predominately do the activity or have interest in the theme. Qualitative aspects (re: "how it is being done") should be considered in your ratings. A list of activities according to sex is included to serve as guide lines.

8. In the sex rating when any stories are coded what both boys and girls would do or be interested in (above section 7 - (3)), the rater makes a choice of boy or girl activities or interest.

1. Boys
2. Girls

9. OUTCOME

Classify the outcome of the plot of the story according to whether:

1. Success--the activity or purpose is accomplished
2. Failure--the activity or purpose is frustrated, failed or not achieved
3. Help--the activity or purpose is frustrated but then is finally accomplished through the efforts of someone else or an animal
4. Unclassified--(indicate by writing it in)
5. Self-help--Child is thwarted but helps himself

A list of situations is included according to success - failure - help to serve as guide lines.

REVISION JUNE, 1966

New Categories:

ENVIRONMENT

1. Urban
2. Suburban
3. Rural
4. Not Clear
5. Other

Both the physical appearance of the situation as well as the context of the story were used as criteria in establishing where the activity of the story is taking place, in an urban, suburban, or rural setting. When the setting is not clearly definable, it is rated as "Not Clear". "Other" settings (such as foreign country, jungle, make-believe, etc.) are specifically written in.

Certain guide lines were established for more uniform ratings, such as:

Suburban...White picket fences
Sidewalks that are not obviously urban
All airports are Urban   Use #4 if setting changes within a story
Seashores are Other
Any clothing on animals is considered Other

As long as the theme of a group of stories is continuous, ratings should be constant.

CULTURAL COMPOSITION

Classify the cultural composition of the characters depicted in the stories:

1. Non-Integrated Conventional...Only middle-class, "Anglo-Saxon" characters present
2. Non-Integrated Other Cultures...Only one cultural group present but differs from the conventional, middle-class, "Anglo-Saxon" characters usually found.
3. Integrated Bi-Cultural...Refers to conventional, middle-class, "Anglo-Saxon" characters plus Negro characters.
4. Integrated Multi-Cultural...Refers to the presence of two or more cultural groups which may or may not include the standard, middle-class, "Anglo-Saxon" characters.
5. Make-Believe...Used when characters are clearly fictional, such as elves, animals in clothing, etc.

The above classification is used only in the case of the new multi-ethnic reading series.

Activities and Interests of Children According to Age

Two and Three-Year-Olds (1)

1. Being read to
2. Coveralls - dress
3. Does not share possessions
4. Falls, trips when fast run or climbing (awkwardness)
5. Gets distracted from activities
6. Getting into things
7. Lining up objects
8. Massive expression of emotions
9. Physical attachment to play object, toy, toy animal
10. Playing with ball while sitting down
11. Playing with dishes, pans
12. Pulling small wagon
13. Pushing toy truck
14. Riding small trike
15. Simple playing in mud
16. Swinging on swing with parents' help
17. Taking a nap

Activities and Interests of Children According to Age

Four and Five-Year-Olds (2)

1. Animals that act like people--talk, etc.
2. Attention getting clowning
3. Blowing bubbles
4. Blowing horns
5. Boys and girls play together
6. Climbing jungle jim
7. Coloring books
8. Concerns about separation from mother
9. Curiosity questions
10. Doll play with others
11. Dressing up animals, cats, dogs, etc.
12. Excursion to farm
13. Fears--dark, animals
14. Goodness-badness themes
15. Happily going for ride in car
16. Helping parents (play)
17. Imaginary companion
18. Imitating and mimicking others
19. Imitating animals
20. Making houses out of blankets
21. Marching in parades
22. Painting at easel (beginning)
23. Pasting
24. Play garage or service station
25. Play in the bath
26. Playing astronaut (uniforms)
27. Playing doctor, nurse
28. Playing fireman, policeman
29. Playing house
30. Playing store
31. Prayers at bedtime
32. Primitive play with clay
33. Pulling things behind trike
34. Riding tricycle
35. Santa Claus
36. Simple block building
37. Simple foods--same
38. Swinging on swing
39. Tea parties
40. Thematic play with stuffed animals
41. Throwing small stones
42. Tinker toys
43. Trip to grandparents
44. Wading in pools
45. Wagon play (self-propelling)
46. Watching workmen (e.g., construction)

Activities and Interests of Children According to Age

Six and Seven-Year-Olds (3)

1. Bible stories
2. Brushing dog
3. Building snowman
4. Cartoons on T.V.
5. Circus
6. Cooking with Mother's help
7. Dancing (e.g., tap, ballet)
8. Dig holes, tunnels, foxholes
9. Going to dentist
10. Hide and seek
11. Hop scotch
12. Horseplay, rough-housing
13. Interest in bird nests
14. Interest in neighborhood--names of streets, etc.
15. Interest in tools (saw, hammer, etc.)
16. Losing a tooth
17. Magic
18. Making present(s) for family
19. Making valentines
20. Play school teacher
21. Playing in snow
22. Playing soldier
23. Playing tag
24. Printing letters
25. Reading to parents
26. Riding pony being led
27. Roller skates
28. Running races
29. Saving things (e.g., baseball cards)
30. Scooters
31. Selling lemonade
32. Sex differences in play
33. Show and tell in school
34. Skipping
35. Slapstick
36. Table games--simple
37. Tell time--clock
38. Throwing ball
39. Trip to dairy, firehouse, police station, post office
40. Wanting to win and be first
41. Wants a wrist watch
42. Wrestling with father or sibling

Activities and Interests of Children According to Age

Eight and Nine-Year-Olds (4)

1. Bartering or trading with peers
2. Being adventurous
3. Boys and girls play separately
4. Boys with fathers
5. Building snow forts
6. Care of garden--flowers and vegetables
7. Children of foreign lands
8. Climbing trees
9. Comic books
10. Cursive writing
11. Fairy tales
12. Feeding dogs, cats (alone)
13. Flying kites
14. Fishing
15. Folk dancing
16. Girls with mothers
17. Going to restaurant to eat
18. Helping father (not play)
19. Helping mother (not play)
20. Historical figures
21. Children's huts
22. Identifies and classifies, ranks, flags, license plates
23. Interest in collections, stamps, etc.
24. Interest in maps
25. Interest in science
26. Jump rope well
27. Making models
28. Marbles (competitive)
29. Not like to dress up--boys
30. Organizing clubs
31. Playing with electric trains
32. Playing war games
33. Playing with snakes (boys)
34. Pony riding alone
35. Practicing piano and musical instrument
36. Radio interest
37. Repairing and fixing toys
38. Riding bicycle
39. Runs errands
40. Sewing
41. Snowball fights
42. Stilts
43. Strong friendships
44. Table games
45. Tops with string
46. Whittling

Activities and Interests of Children According to Age

Ten and Eleven-Year-Olds (5)

1. A good sport
2. Baseball fan with facts and figures
3. Being with peers away from home
4. Bowling
5. Carpentry (not play--rough)
6. Cooking by self
7. Cutting the grass
8. Dancing school (social dancing)
9. Erector sets
10. Feeding large animals (alone)
11. Feeding the baby (girls)
12. Girls clothes, select own
13. Give up play guns
14. Going on hikes
15. Going to movies (by self)
16. Group allegiance
17. Horse and dog stories
18. Horseback riding
19. Hunting with air rifle
20. Outdoor over indoor
21. Playing baseball well
22. Playing football
23. Popular music
24. Reading (alone)
25. Shovelling snow
26. Sophisticated ambitions when grow up
27. Spelling bees
28. Sport spectator
29. Wanting a horse
30. Washing dishes
31. Write letters to each other (girls)

Coding Dimension of Sex Relevance of the Activity

Predominantly Boys (1)

1. Adventure
2. Aggressive, larger wild pets
3. American flag
4. Animals fighting
5. Astronauts
6. Being a hero
7. Being brave and courageous
8. Boats
9. Bridges
10. Building a fort
11. Building dams
12. Building fires
13. Building with blocks
14. Camping
15. Chasing
16. Climbing trees
17. Competing
18. Constructing and erecting
19. Cops and robbers
20. Cowboys and Indians
21. Cutting the grass
22. Digging
23. Doctor
24. Exploring
25. Father at work
26. Fast moving, aggressive action
27. Fighting with others
28. Fire engine, ambulance, cars, trucks
29. Firemen, policemen
30. Fishing
31. Fixing the street
32. Flying airplane, rocket
33. Flying a kite
34. Football, baseball, hockey, soldier
35. Garage, filling station
36. Getting dirty
37. Guns, knives
38. Hammering, sawing, carpentry
39. Hiking
40. History and historical people
41. Hunting
42. Interest in accidents, mishaps
43. Making models--ships, planes, cars
44. Marbles
45. Marching
46. Mechanical play
47. Monster play
48. Painting walls, fences, etc.
49. Parade
50. Pushing truck
51. Playing chess
52. Play with mud and water
53. Racing
54. Repairing and fixing
55. Riding a horse
56. Riding and pulling a wagon
57. Robots
58. Rock Collection
59. Rough-house with others
60. Science
61. Scooters
62. Shovelling snow
63. Skiing
64. Sledding
65. Snakes
66. Stamp Collection
67. Steam shovels
68. Things falling down, crashing
69. Throwing snowballs
70. Throwing stones
71. Tops
72. Training
73. Trains
74. Trumpet
75. War games
76. Working on the farm

Coding Dimension of Sex Relevance of the Activity

Predominantly Girls (2)

1. Acting and drama
2. Animals and babies
3. Baby sitting
4. Baton twirling
5. Being afraid and crying
6. Being chased
7. Being pulled in a wagon
8. Being sick
9. Birds and nests
10. Blowing bubbles
11. Butterflies
12. Church
13. Cooking--play or actual
14. Dancing--skipping
15. Decorating
16. Doll play
17. Duck, bird families
18. Fairies
19. Family life stories
20. Feeding the baby
21. Figure skating
22. Flute, harp, piano, violin
23. Going shopping
24. Goodness and safety
25. Helping mother
26. Home
27. Hop scotch
28. Household chores
29. Interest in clothes
30. Jacks
31. Jumping rope
32. Keeping clean
33. Making a garden
34. Nurse
35. Obeying orders
36. Painting pictures
37. Paper and scissors--cut outs
38. Picking flowers
39. Playing house
40. Playing secretary
41. Quiet scenes of everday life
42. School
43. Sewing
44. Singing
45. Softer, smaller pets - cats and hamsters
46. Stuffed animals
47. Taking a nap
48. Tea party
49. Teaching school
50. Umbrella
51. Valentines
52. Visiting grandmother
53. Washing dishes
54. Writing letters

Coding Dimension of Sex Relevance of the Activity

Both Boys and Girls (3)

1. Amusement park
2. Bicycle
3. Birthday party
4. Bowling
5. Christmas
6. Circus
7. Clubs
8. Drawing
9. Eating
10. Fairs, exhibitions
11. Family moving
12. Fantasy
13. Father return from trip
14. Going on vacation
15. Going to movies
16. Guitar
17. Halloween
18. Humor
19. Phonograph
20. Reading book
21. Sandbox
22. Sleeping
23. Swimming
24. Swinging, sliding
25. Traveling
26. Visitors
27. Zoo
28. Dogs as pets

SUCCESS (1)

1. Father arrives safely at the airport - met by the entire family. They all drive safely home.

2. Pony snoops at Mother's purse. Mother takes out an apple for Pony. Mother feeds Pony the apple.

3. The children dress up in home-made costumes. They also dress up Pony and Flip. They all met Father and surprised him.

4. The family prepares for a ride. Flip begs to go by "sitting up". They take him along.

5. The family goes for a drive. They stop at an ice cream parlor and all have cones.

6. The family takes the train to visit Uncle Fred and Aunt Mary. They meet the train conductor. He shows them around the train. They arrive at their destination. Uncle Fred and Aunt Mary are waiting for them at the station.

7. Tom is surprised by a birthday party. All the children have hats. They sit down at the table and the birthday cake and ice cream are brought in. They all sing "Happy Birthday to you".

8. The family goes to the toy store. Tom picks out a toy train.

9. Father comes home. He sits in his chair. The children give him a present, new blue house shoes. He is delighted.

10. Frisky is up the tree and won't come down. Father brings a ladder. As he climbs up, Frisky comes down. Betty holds and hugs Frisky.

11. Mother duck calls seven baby ducks out of the water to return to the farm. The babies don't want to come but they do. They follow the Mother but walk through an old stove pipe and come out black. Mother duck doesn't like dirty ducks so she directs them back into the water where they swim joyfully, and call Mother duck in for some fun.

12. Susan makes a large sand pie. Tom puts an apple on top of the pie, and the three children laugh and call it an apple pie.

13. The children play airplane. They fly and they land.

14. Tom gets a new red wagon for his birthday. He rides it down the walk and meets the postman. The postman gives Tom two boxes to take home in the wagon with him. Both are addressed to Tom.

15. Tom gets some birthday money for toys from Uncle Fred. The family prepares for a trip to the toy store. Susan comes down wearing the birthday party hat. Mother puts on Susan's red hat. They leave for the toy store.

Coding Dimension - Outcome

FAILURE (2)

1. The children prepare a play-party for their toys. Flip climbs on the table and upsets it.

2. Mother gives Betty a blue sweater for her doll, Patsy. Flip, the dog, grabs the sweater and runs away with it into the dog house.

3. Everyone is helping to wash the car. Pony starts to drink the water in the pail.

4. The family goes for a ride. They stop at the roadside stand to buy pumpkins. Flip chases a kitten perched on top of the pumpkins. The pumpkins are toppled over. Flip and the cat run down in opposite directions, startled.

5. Susan and Betty arrive home with Mother. Father has just painted the front door red. Flip gets the red paint on his fur.

6. Flip meets Frisky and chases the cat through the yard. Flip jumps on the clothes line pole to reach the cat and the pole falls down with all the clothes on it.

7. Mother ices a birthday cake for Tom. Susan puts too many candles on it. Mother tells her we only want seven candles. Betty starts taking the extra candles off.

8. Tom went to feed the turkey. The turkey food was in his cowboy hat. The turkey came so fast that he knocked Tom down and the hat ended up on top of Mr. Turkey. Tom ran after the turkey to regain his hat. The turkey ran because he was frightened.

9. The dog, kitten and duck see the turkey in a crate and are pleased he is there so that he won't gobble them up. But just as they are about to leave the crate, it opens up and the turkey starts to run after the animals to gobble them up. The animals run very fast to the barn.

10. Betty gets a new kitten from Father. The kitten runs through the yard, and climbs a tree.

11. Susan carries her chair and toys to the porch to play. Mother asks her to leave because she must work. Susan carried her things to the yard. Tom and Betty ask her to leave because they are working there. Susan carried her toys to another part of the yard. Daddy comes along with the wheelbarrow, lifts Susan into it on the chair and gives her a ride.

12. The three children get new chairs to paint. After they paint them, they go to meet Father and ask him to guess what color they have painted them. He guesses by the color smeared on their clothes.

Coding Dimension - Outcome

HELP (3)

1. While Tom rides Pony, his cowboy hat gets caught on a branch. Mr. Green comes by in his truck. Tom stands in the truck and is able to reach the hat. Tom thanks the man and rides home on Pony.

2. Flip remained in Mr. Green's truck and finds himself at the airport. The planes frighten Flip. Mr. Green then takes Flip home to the little white house.

3. The children went to the barn and climbed the ladder to the hay loft to see the kittens. Pony knocked down the ladder leaving the children stranded in the hay loft. They called and called and finally Father came, set the ladder up again so that the children could climb down.

IBM Coding of Series and Books

Series	Book	Publisher	Title
01	1	Holt, Rinehart & Winston, Inc.	Mary and Bill
01	2	" " " "	Mac and Muff
01	3	" " " "	Twins, Tom and Don
01	4	" " " "	Going to School
01	5	" " " "	At Play
01	7	" " " "	Fun in Story
01	8	" " " "	I Know a Secret
02	2	Holt, Rinehart & Winston, Inc.	Come Here
02	3	" " " "	Stop and Look
02	6	" " " "	Come With Me
02	7	" " " "	Away We Go
03	2	Allyn & Bacon, Inc.	At Home
03	3	" " "	Here and Near
03	4	" " "	Here and Away
03	5	" " "	At Home and Away
03	6	" " "	Our School
03	8	" " "	Our Town
04	2	MacMillan Company	Splash
04	3	" "	Tuffy and Boots
04	4	" "	At The Lake
04	6	" "	Ted and Sally
04	8	" "	On Four Feet
05	2	Lyons & Carnahan	Three of Us
05	3	" "	Play With Us
05	4	" "	Fun With Us
05	5	" "	Ride With Us
05	6	" "	Many Surprises
05	8	" "	Happy Times
06	2	American Book Company	ABC On Our Way
06	3	" " "	ABC Time to Play
06	4	" " "	ABC All In A Day
06	6	" " "	ABC Up The Street and Down
06	8	" " "	ABC Around Green Hills
07	2	Houghton Mifflin Company	Tip
07	3	" " "	Tip and Mitten
07	6	" " "	Jack and Janet
07	8	" " "	Up and Away

Series	Book	Publisher	Title
08	2	Ginn and Company	My Little Red Story Book
08	3	" " "	My Little Green Story Book
08	4	" " "	My Little Blue Story Book
08	6	" " "	Little White House
08	8	" " "	On Cherry Street
09	2	Scott, Foresman & Company	We Look and See
09	3	" " "	We Work and Play
09	4	" " "	We Come and Go
09	6	" " "	Fun With Dick and Jane
09	8	" " "	Our New Friends
10	2	Scott, Foresman & Company	Sally, Dick and Jane
10	3	" " "	Fun With Our Family
10	4	" " "	Fun Wherever We Are
10	6	" " "	Fun With Our Friends
10	8	" " "	More Fun With Our Friends
11	2	Harper & Row, Publishers, Inc.	Skip Along
11	3	" " " "	Under The Sky
11	4	" " " "	Open The Door
11	5	" " " "	High On A Hill
11	6	" " " "	Day In and Day Out
11	8	" " " "	Round About
12	9	Lippencott, J. B. Company	Pre-primer
13	2	Follett Publishing Company	Play With Jimmy
13	3	" " "	Fun With David
13	4	" " "	Laugh With Larry
14	1a	i/t/a Publications, Inc.	Dinosaur Ben
14	1b	" " "	Houses
14	2	" " "	Book 2
14	3	" " "	Book 3
14	4	" " "	Book 4
14	5	" " "	Book 5
14	6	" " "	Book 6
14	7	" " "	Book 7
15	2	D. C. Heath and Company	Ned and Nancy
15	3	" " " "	Bigger and Bigger
15	4	" " " "	Little Lost Dog
15	5	" " " "	Molly, Pete and Ginger
15	6	" " " "	A Home for Sandy
15	7	" " " "	Rain and Shine
15	8	" " " "	Something Different
16	6	D. C. Heath and Company	Sky Blue
16	8	" " " "	Peppermint Fence

IBM Coding of books in terms of level of difficulty

Code	Master List
1	Pre-primer, pre-level 1
2	Pre-primer, level 1
3	Pre-primer, level 2
4	Pre-primer, level 3
5	Senior pre-primer, fourth level pre-primer
6	Primer; level 1 primer; basal primer
7	Level 2 primer
8	First reader
9	Unclassified

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1-2 Series Number

3 Level

4-6 Story Number

7 Story/Sample Type

1. Usual story type: characters present; action taking place within story.
2. No story: usually no characters; action taking place between sample and reader (eg., instructions, information, directions, principles, etc., aimed at the reader).

The interpretation of some of the subsequent coding dimensions will vary depending on the coding of story type (eg., see note under theme/activity dimensions), or some dimensions will be inappropriate for those stories/samples coded as type 2 (eg., no characters to be coded in character column).

8 Time Setting of Story/Sample

Assume period within which book is published unless explicit indication that story is of another time setting.

0. Before Period I
1. Period I 1600-1776
2. Period II 1776-1835
3. Period III 1835-1898
4. Period IV 1898-1921
5. Period V 1921-1940
6. Period VI 1940-1966
7. After Period VI

9 Place Setting of Story/Sample (Environment)

1. Urban
2. Suburban
3. Rural
4. Not Clear--Write Comment
5. Unrealistic, or imaginary--Write Comment
6. No place setting; just verbal message
7. Other

10 Specific Setting

Write in specific setting if possible (i.e., home, church, school, etc.). May be converted to coding if sufficient information is available.

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11-12 Theme/Activity

Classify the predominant activity or theme of the story in one of the following categories:

1. Active play: organized games such as ball games, blind man's bluff and unorganized sports such as swimming, hiking, fishing, running, skipping, wading, etc.
2. Aesthetic expression and appreciation: beauty, poetry, music, painting.
3. Folk tales: fairy stories, Paul Bunyan, etc.
4. Imaginative play: with or without props or toys such as cops and robbers, policemen, play acting, etc.
5. Lessons from life: Morals, why one must be good, etc.
6. Nature: life of the honey bee, animal activities, not including pets, storms, growing flowers.
7. Outings: trip to zoo or to grandmother's or picnics, etc.
8. Parties: birthday parties, tea parties, etc.
9. Pets: playing with or taking care of pets.
10. Pranks, humorous situations: involving people and/or pets, teasing.
11. Quiet Activities: reading, table games, watching TV, listening to radio, etc.
12. Real life situations with negative affect or excitement: being lost, running away from home, participating in family arguments, etc.
13. Religious Activities: any stories which make reference to God, the Lord, (or other such terminology). Quotations and references from the Bible, catechisms, etc., should also fit into this category. Be careful to distinguish between a) religious lesson-from-life and b) moral lesson-from-life. Attending church, praying, etc.
14. School activities: not in terms of imaginative play.
15. Work projects: painting chairs, raking the lawn, etc.
16. Real life situations with positive affect or excitement: parents working, planning surprises, getting reward or prize, errands, going to the store, etc.

17. Unclassified (indicate the activity by writing it in): not included in the above.

Note: If story type is coded as 1, then the activity indicated in column 11-12 is actually taking place; if story type is coded as 2, then the information, instructions, etc., is about or concerned with the particular activity indicated in columns 11-12 but the activity is not actually taking place.

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13 Outcome of Theme/Activity

Classify the outcome of the story according to whether

1. Success: the activity or purpose is accomplished.
2. Failure: the activity or purpose is frustrated, failed, or not achieved.
3. Help: the activity or purpose is frustrated but then is finally accomplished through the efforts of someone else or an animal.
4. Self-help: the activity or purpose is frustrated but then is finally accomplished through the efforts of the individual(s) involved.
5. Uncertain: unable to determine the outcome.

14. Agent of Help

0. God or other supernatural force
1. Male - Adult
2. Male - Child <5
3. Male - Child >5
4. Female - Adult
5. Female - Child <5
6. Female - Child >5
7. Animal
8. Natural Phenomenon
9. No single character; more than one helping; may be animals and/or people.

15 Agent of Frustration

0. God or other supernatural force
1. Male - Adult
2. Male - Child <5
3. Male - Child >5
4. Female - Adult
5. Female - Child <5
6. Female - Child >5
7. Animal
8. Natural Phenomenon
9. No single character; more than one frustrator; may be animals and/or people

16-17 Character (double column allowance for primary and additional adult coding)

Determine and classify the characters of the story or plot, treating each chapter separately and using the pictures as follows:

0. Children only
1. Children and animals (no adults)
2. Animals only, no real people
3. Make believe characters, may include real animals and people

Col.

4. Inanimate objects that are either personified or described may include real people or animals as characters
5. Adults only
6. Children and mother
7. Children and father
8. Children and mother and father
9. Children and other adults

Note: These columns will be coded as non-applicable when the story type is coded as 2.

18-21 Outcome for the child characters in the story

1. Success
2. Failure
3. Help: individual is frustrated but is helped by someone else or an animal
4. Self-help: individual is frustrated but finally succeeds through his own efforts
5. Uncertain

18 Male<5
19 Male>5
20 Female<5
21 Female>5

22-27 Response of Adults either as Observers or Recipients to Aggressive Behavior (i.e., negative attention-getting behavior, antisocial behavior, or physical aggression): reward includes anything from approval to material reward; punishment includes anything from disapproval to physical punishment.

0. No response to aggression
1. Rewarded by male
2. Rewarded by female
3. Punished by male
4. Punished by female
5. Rewarded and punished by male
6. Rewarded and punished by female
7. Rewarded by male and female
8. Punished by male and female
9. Rewarded and punished by male and female

Above coding used in response to aggressive behavior by:

22 Male - Child<5
23 Male - Child>5
24 Female - Child<5
25 Female - Child>5
26 Male - Adult
27 Female - Adult

Col.

28-33 Response of children as observers or recipients to Aggressive Behavior, (same description as above; same coding categories 1 through 9 as above); in response to aggressive behavior by:

28 Male - Child<5
29 Male - Child>5
30 Female - Child<5
31 Female - Child>5
32 Male - Adult
33 Female - Adult

Note: Entries in columns 22 through 33 will indicate the occurrence of aggressive behavior and the age and sex of the individual performing this behavior, the number (i.e., 1 through 9) recorded in the column will indicate the response to this behavior.

34-39 Response of Adults to Dependency Behavior (i.e., asking help, clinging to others, expressing a need to be near others, etc.); reward included anything from approval to satisfying need expressed; punishment includes anything from disapproval to physical punishment.

0. No response to dependency
1. Rewarded by male
2. Rewarded by female
3. Punished by male
4. Punished by female
5. Rewarded and punished by male
6. Rewarded and punished by female
7. Rewarded by male and female
8. Punished by male and female
9. Rewarded and punished by male and female

In response to dependency behavior by:

34 Male - Child<5
35 Male - Child>5
36 Female - Child<5
37 Female - Child>5
38 Male - Adult
39 Female - Adult

40-45 Response of Children to Dependency Behavior (same description as above; same coding categories 1 through 9 as above in response to dependent behavior by:

40 Male - Child<5
41 Male - Child>5
42 Female - Child<5
43 Female - Child>5
44 Male - Adult
45 Female - Adult

Note: Entries in columns 34 through 45 will indicate the occurrence of dependent behavior and the age and sex of the individual performing this behavior, the number (i.e., 1 through 9) recorded in the column will indicate the response to this behavior.

46 Adult Male Role (Father and Other Males)

0. *Provider*: earns a living
1. *Regulator*: Regulates family matters inside and outside the home; makes major decisions effecting the activities of all members of the family; gives commands and directions.
2. *Disciplinarian*: is the main source of discipline and control; expects obedience; punishes and rewards.
3. *Mentor*: provides for the education and training of the children; gives guidance and advice.
4. *Protector*: protects and safeguards family from dangers inside and outside the home; keeps the house in physical repair.
5. *Caretaker of the Home*: cleans and picks up around the house; shops for food; prepares the food; does the laundry; sews; provides clothes for the family.
6. *Nurturer*: takes care of sick members of the family; soothes scratches and hurt feelings; comforts; helps children with difficulties.
7. *Companion*: joins in children's play and pranks; participates in general family activities.
8. *Adult Present*: no clear active role.
9. *Active Role Outside Family Setting*

47 Outcome of Adult Male Role

1. Success
2. Failure
3. Help
4. Self-help
5. Uncertain

48 Adult Female Role (Mother and Other Females): same as under Adult Male Role (col. 46)

49 Outcome of Adult Female Role: same as under column 47

50-52 Behavior Expectancy: If the story communicates through lecture, preaching, example, or implication, how people are expected to behave, classify according to the age and sex of the person(s) at whom the statement is directed, and the valence of the statement.

50 Behavior Expectancy Age (age of person(s) at which the statement is directed)

1. Children<5
2. Children>5
3. Children in general
4. Adults
5. People in general

Col.

51 Behavior Expectancy Sex (sex of person(s) at which the statement is directed)

1. Male
2. Female
3. Male and Female together (i.e., both should do such and such)
4. Male and Female separately (i.e., male should do this and female should do that)
5. Not specified

52 Valence or direction of the statement

1. Positive
2. Negative
3. Positive and negative; used when + and - are essentially equal
4. Male positive and female negative
5. Male negative and female positive

53-54 Learning and School Activities: whenever possible classify any reference to either the process of learning or to participation in school activities according to the sex at which the statement is directed and the valence of the statement.

53 Learning or School Reference - Sex

1. Male
2. Female
3. Male and Female together
4. Male and Female separately
5. Not specified

54 Valence or direction of the statement

1. Positive
2. Negative
3. Positive and negative
4. Male positive and female negative
5. Male negative and female positive

55 Time Period for which the particular activity is appropriate

1. Period I 1600-1776
2. Period II 1776-1835
3. Period III 1835-1898
4. Period IV 1898-1921
5. Period V 1921-1940
6. Period VI 1940-1966

56 Sex and Age of Child for whom the particular activity is appropriate

1. Male<5
2. Male>5
3. Female<5
4. Female>5
5. Both<5
6. Both>5
7. All children
8. All female children
9. All male children
10. Infants

Col.

57 Sex of Adult for whom the particular activity is appropriate
1. Male
2. Female
3. Both
4. Male Appropriate and Female Appropriate

58 Time Period for which the particular Adult Male Role is appropriate
(same categories as column 55)

59 Time Period for which the particular Adult Female Role is appropriate
(same categories as column 55)

60-61 Aggression/Animal, Nature, Supernatural

0. Aggression by Animal against animal
1. " " " " boy
2. " " " " girl
3. " " " " adult male
4. " " " " adult female
5. " " boy against animal
6. " " girl against animal
7. " " adult male against animal
8. " " adult female against animal
9. " " animal against more than one person
10. " " people against animal
11. " " animal against nature
12. " " animal against object (personified or other)
13. " " children against supernatural
14. " " adult against supernatural
15. " " all present against supernatural
16. " " object (personified or other) against supernatural

62 Response to Aggression/Animal, Nature, Supernatural

0. No response to Aggression
1. Rewarded by male
2. Rewarded by female
3. Punished by male
4. Punished by female
5. Rewarded and punished by male
6. Rewarded and punished by female
7. Rewarded by male and female
8. Punished by male and female
9. Rewarded and punished by male and female

63-64 Dependency/Animal, Nature, Supernatural

0. Dependency by animal on animal
1. " " " " boy
2. " " " " girl
3. " " " " male adult
4. " " " " female adult

5. Dependency by boy on animal
6. " " girl on animal
7. " " adult male on animal
8. " " adult female on animal
9. " " animals on more than one person
10. " " people on animals
11. " " animals on nature
12 " " animals on supernatural
13. " " children on nature
14. " " children on supernatural
15. " " adults on nature
16. " " adults on supernatural
17. " " all or more than one on nature
18. " " all or more than one on supernatural
19. " " all on personified object
20. " " all on physical object (security blanket)

65 Response to Dependency/Animal, Nature, Supernatural
(same as for col. 62)

Further Notes on Coding:

1. Indicate occupations referred to or described and designate sex-appropriateness;
2. Indicate references to death, serious accident or serious illness;
3. Indicate references to birth or the arrival of another child in the family;
4. Indicate if it is impossible to distinguish characters by age or sex;
5. Describe dress, face and bodies of children in illustrations as being adult-like male or female or child-like male or female;
6. Write in the names or describe the games or play activities referred to in the stories, designate sex of the participants.

APPENDIX C Attitudinal Sets

A. Cultural Posture

1. Oldness, traditionalism (not religious), antique, ancient times
2. Recognition of other nationalities, ethnic groups and cultures
3. Family togetherness
4. Presence or exchange of money, gold, jewels, other symbolic currency or items of material worth
5. War, warfare, militarism, weaponry, soldierly
6. Peace, pacificism, armistice
7. Nationalism, patriotism
8. Religiousness, devotion to a God
9. Education in schools
10. Social regulation, social rules and laws
11. Recognition or portrayal of death, infirmity, illness
12. Presence of food, drink, or nourishment

B. Other-directed Posture

13. Caring, helping, aiding, assisting, nurturing, protecting
14. Neglecting, uncaring, unhelping, disregarding
15. Selfish, greedy, possessive, not sharing
16. Conformity, compromise, compliance, conceding, consenting, acquiescing
17. Nonconformity, unyielding, obstinate, uncompromising, disagreeing, disputing
18. Independence
19. Imitation (copying others), role playing, learning (not necessarily classroom)
20. Work, laboring, toiling, business
21. Play, sport, recreation, amusement (activity rather than affect)
22. Obedience in relation to authority. Deference in relation to authority
23. Disobedience in relation to authority. Defiance in relation to authority
24. Physical aggressiveness
25. Passivity
26. Competitiveness, rivalry
27. Cruelty, malicious, ruthless, tormenting beyond teasing, meanness

C. Inner-directed Posture

28. Exploring, curiosity, discovering, inquisitive
29. Ambition, persisting, striving, aspiring, initiative
30. Lack of ambition, laziness, lassitude
31. Intelligence, cleverness, capable, alertness, attentiveness, competent
32. Ignorance, incompetence, stupidity, inalert, careless, negligence
33. Cleanliness, orderliness, neatness, tidiness
34. Dirtiness, untidy, disorderliness, sloppiness, disorganized
35. Courage, braveness, daring, valor, fortitude, fearlessness, boldness
36. Cowardice, timidity, faintheartedness, fearfulness
37. Physical strength, stoutness, brawny, powerful, prowess
38. Physical weakness, impotence, feebleness, fragility, sickness

Scheme for Characterizing Attitudes #11-41

When other-directed or inner-directed attitudes are displayed entirely or predominantly by a single character they should be characterized according to the following scheme. If an attitude is displayed by a plurality or combination of characters it would be characterized by the indeterminate categories.

Sex

A. Male
B. Female
C. Indeterminate

Age

A. Child
B. Adult
C. Indeterminate

Character

A. Human
B. Imaginary human
C. Animal
D. Imaginary animal
E. Inanimate
F. Indeterminate

Comparison of Content of First Grade Primers and Free Choice Library Selections

John L. Wiberg and Marion Trost

Introduction

Numerous studies on children's reading preferences have been reported, of which a few deal specifically with the reading interests of the first grade student. The reading interests of 275 first grade students were assessed using a questionnaire requiring "like" and "not like" answers (Rogers and Robinson, 1963). From rank order listings, differences were found in boy and girl preferences and, in general, there was a preference for entertainment as opposed to informational material. Using a sharing session technique with 1,860 first grade students from differing socio-economic classes (Byers, 1964), a preference for science and nature as compared to entertainment type content was found. Sex preferences were also demonstrable. A questionnaire study of story and book preferences of 7,879 school children ranging from kindergarten through grade 8 (Witty, *et al*, 1964) observed in a general way that stories about animals and fairy tales predominated in the kindergarten and primary lists. From a study of first grade free choice library selections (Smith, 1962) it was felt there was a preference for humor, fantasy, animals, nature and science, and these categories were not well represented in pre-primer and primer stories. In none of the above mentioned studies were tests of significance applied to the data.

Work of our group has produced a systematic objective analysis of the content of primers and pre-primers currently in use in the United States (Blom, *et al*, 1966; Waite, *et al*, 1967; Blom, *et al*, 1968). Individual primer stories were coded in terms of the following dimensions: character composition, predominant theme, age of activity, sex of activity, outcome, and environmental setting. In general, we were impressed by the restrictiveness and inappropriateness of primer content in relation to reality life tasks and interests of the first grade child.

Our attention was thus turned to comparing primer content which the child is forced to deal with in learning to read and the content of first grade free choice library selections. To this end we applied our scheme of content analysis to a public school library selection designated for use by first grade students. A statistically reliable comparison between the primer and library population was designed to test the following four hypotheses: 1) the story content of a population of first grade library books would demonstrably differ from the story content of a population of primer series; 2) in the library selection there would be significant differences in content between books "checked out" and "not checked out;" 3) although the population of stories (library and primer) might be inherently different, the books checked out in the library selection would emphasize the difference between children's reading interests and what is presented in the primer series; 4) boy-girl differences would exist in content preferences in the free-choice library selection.

Methods

The national sample was comprised of 1,307 stories in 12 of the most commonly used publishing series (Hollins, 1955). The library sample consisted of 639 books from the library of a middle to upper-middle class public elementary school. Five hundred ninety-five of the books were on a free standing shelf designated by teachers and librarian for use by the first grade students; 44 books were shelved elsewhere in the library, according to subject matter. Forty-five first grade students (23 boys and 22 girls) had a library period twice a week during the academic year covered by our study. In the first six weeks the students were routinely asked to check out one book per library period. In the second six weeks two books per period, then as many per period as they were interested in reading. A complete record was kept of each child's selection. If a book was checked out more than once by the same child, it was only counted as being checked out once.

The details of developing our scheme of content analysis are discussed elsewhere (Blom, *et al.*, 1966; Waite, *et al.*, 1967). In summary, the six content dimensions are described as follows:

1. *Characters*: Each story was coded according to its constellation of characters. Ten categories were used, such as "children only," "children and mother," "animals only."

2. *Theme*: The predominate theme of each story was coded using seventeen categories, including "active play," "pets," "religion," etc.

3. *Age of activity*: This dimension refers to the age at which children engage in or would be interested in the main activity depicted in each story. Five categories were used, ranging from "two and three-year-olds" to "ten and eleven-year-olds."

4. *Sex of activity*: Each story was coded as to whether its main activity would be one performed preferentially by girls or boys, regardless of the sex of the character(s) carrying out the activity in the story. Since some activities tend to be equally preferred by both sexes, the category "both" was included in addition to "boy" and girl".

   Forced sex ratings: Those stories in which the main activity was coded "both" were later re-coded. The raters were asked to which sex they would assign the activity if they were forced to choose. They were instructed here to use the "both" category only if the forced sex assignment was impossible.

5. Outcome of activity: The main activity of each story was coded as to the nature of its conclusion. Four categories were available to the raters, "success," "failure," "help" (success achieved only with the assistance of someone not involved in the activity's initiation), and "unclassified".

6. Environmental setting: The geographic location of each story was coded, using the categories "urban," "suburban," "rural," "make believe," and "not clear".

A standard coding manual was developed and raters were trained in its use. Working independently, two raters achieved 93 per cent overall agreement in coding the national sample. One rater coded the library sample, treating each book as one story, with intermittent retests with other raters for reliability.

Three distinct populations were thus available for comparison: the national sample of primers (NS) and the library sample (LS) divisible into checked out and not checked out groups. A dimension by dimension chi-square comparison was computed between the three populations. Within the LS checked out group it was also possible to look for significant differences in boy and girl preferences.

Results

Of 593 "regular" books on the first grade shelf, 374 were checked out one or more times. The 44 information type books checked out indicated some exploratory activity on the part of the student as these books were scattered throughout other shelves. Boys and girls together checked out books 1,371 times. Boys checked out regular books 580 times and information books 55 times; girls checked out regular books 729 times and information books 7 times ($X^2 = 47.07$, $p <.001$).

The data from the content analysis lend strong support to Hypotheses I and II (see Tables I and II). All differences were significant at a level of 0.05 or more. As regards the first hypothesis there is a marked disparity in content variables between the NS and the total LS in all six categories. Within the LS there also were easily demonstrable content preferences when comparing the checked out books as a group against the not checked books. No statistical differences were found in comparing segments of the checked out group against each other, e.g., the top half versus the bottom half or the ten most checked versus the ten least checked out books.

Content differences between the NS and the checked out segment of the LS were nearly identical to the differences between the NS and the total LS. Hypothesis III is not supported in that children's selectivity did not bring out new content differences. The books checked out were characteristic of the LS as a whole in terms of a comparison to the NS.

Evidence for Hypothesis IV (see Table III) is present but not particularly strong. Differences are present in three of the six content categories. Inanimate objects are preferred by both boys and girls. Boys prefer boy activities but girls have no preferences for either boy or girl activities. Girls prefer stories about pets, boys about pranks and information, e.g., how-to-do-it books, books about fire engines, space ships, etc.

Discussion

Character: The NS is skewed towards child and child-adult interactions. The LS on the other hand is weighted towards "animals only," "make believe," and "inanimate object" characters. Within the LS there is significant preference for "animals only" and "make believe," characterization, and assumingly a non-preference for "children only." It seems authors of library type children's books are aware of the child's interest and needs for fantasy-promoting material. Make believe characters are seldom seen in the NS. Primers over-emphasize restrictive adult (parent)-child interactions and perhaps unwillingly take much of the interest and "fun" out of reading. The higher representation of "animals only" in the LS and the child's corresponding preference for this characterization points to an interest in living, feeling objects, not necessarily human objects. The child might recognize that basic emotions and drives are not uniquely human despite the latter's greater intellectual capabilities.

Sex preference regarding characterization is interestingly demonstrated in that stories popular to both boys and girls have a significantly higher population of inanimate objects. Reasons are not obvious, even after closer inspection of the stories. We can only speculate that the asexual nature of inanimate objects did not induce or detract boy or girl interest to give a sex-linked expression of preference.

Theme: The NS presents predominantly here and now, happy, play activities. In contrast, the LS dealt more often with folk tales and without hesitancy to moralize or delve into unhappy feelings around unpleasant situations. There was also a stronger representation of nature which, in part, correlates with the "animals only" characterization. Children indicated a preference for the traditionalism and imaginativeness of folk tales. Pranks, as a preferred theme, appears to reflect a satisfaction of the child's need to manipulate, scheme, and perhaps deceive, often with surprising and occasionally unhappy outcomes. That "outings" fell into the not checked out group is somewhat paradoxical in view of other evidence indicating the child's desire to explore and get close to nature. Inspection of the stories involved revealed many to center around adult-child or parent-child interaction which as previously seen was not a particularly well represented or popular characterization in the LS. Real life with positive affect was also delegated to the not checked out books. The child's experience tells him that happiness is not always a constant dependable phenomenon. As a steady diet, positive affect is hard to identify within the framework of real life experience. One wonders if the child avoids this theme since it over-saturates the primers.

Information as a theme was strongly preferred by boys and deserves further comment. As mentioned, it was necessary for the child to explore the library to select this type of book. This exploratory activity, done mostly by boys, is one indication of the first grade boy's more general need to devote energy to familiarize himself with the "what and how" of worldly phenomena. Certainly this is in part culturally determined; the male is expected to seek out, assimilate and use knowledge of how to cope with his environment in a way that provides for his family's well-being. It might be surprising to some that this is already a life task for the first grade boy. Boy preference for pranks suggests that the aforementioned speculated need to manipulate, scheme, and deceive is felt more by boys and is linked to feelings of anticipation and humor often associated with daring behaviors.

Age: Differences in age of activity were present in the comparison of the NS to the LS and dropped out in comparing checked out versus not checked out within the LS and in comparing boy and girl and preferences. The NS was skewed towards an age distribution less than that of the first grade child! The age distribution in the LS centered around two groups, the first being the approximate first grade age range, 6-7 years. The second group, the 10-11 year age range, presents situations and activities toward which a child can strive. Such stories imply greater mastery over and more involved interaction with the environment. It is in distinct contrast to the regressive pulls of primer stories.

Sex: "Girl activity" and "both activity" (boy and girl) are in greater proportion in the NS whereas "boy activity" predominates in the LS. In our previous study of the NS the loading of "girl activity" and "both activity" stories was noted and commented upon. In particular, it was felt there was distinct ambiguity in sex role in relation to the activities depicted (Waite, et al, 1967). In examining the checked out versus not checked out sample it is seen that "both activity" was significantly higher in the not checked out segment. This would lend credence to the speculation that ambiguity in sex role is avoided by the child. That girl activities characterized the checked out group is probably related to girls checking out more books than boys. In examination of boy and girl preferences it is noted that boys preferred boy activity stories whereas girls showed no preference as to sex of activity. That the latter is the case is not immediately apparent but a speculation is in order. The school and home environment for the first grade boy is predominantly feminine-maternal and there is a greater felt need for masculine identification which is partially met by boy activity stories. Feminine identification for the girl is less difficult in the first grade setting; there is no need to seek out girl activity stories and no threat in reading boy activity stories.

Outcome: "Failure" as outcome predominated in the NS. Interestingly, this also predominated in the checked out portion of the LS even though the LS as a whole was skewed towards "success," "help," and "uncertain." On an impressionistic level the quality of failure differed between the NS and the checked out portion of the LS. The stereotyped failure in the NS more often resulted from ignorance, incompetence or inalertness. "Failure" in the LS, however, stemmed from adventuresome, daring types of activity where the character was more directly responsible for the outcome. Negative affect was more clearly depicted with the latter and smiling faces did not inappropriately cover over a bruised knee.

Environment: The NS routinely presents a stereotyped green lawn, white picket fence, suburban environment. In comparison to the NS, the LS provides a much richer collection of environmental settings. There seems to be no inherent advantage in the over use of stereotypes in any educational venture. Content of primers is no exception. Certainly children from lower socio-economic groups would have difficulty identifying with the NS stereotype environment. Regardless of class, the range of environments in the LS presents higher motivational content in meeting the child's desire to enjoy, explore, inform and master. In looking at what was checked out and not checked out it is seen that a make believe environment was distinctly popular. This of course correlates with a previously noted preference for make believe characters. "Not clear" environments were representative of the not checked out books. Again, it is inferable that the child needs to place reading content into an identifiable frame of reference, be it real life or "labeled" and permissible make believe.

Summary: In a study of the free choice library selections of first grade children we have shown a rather marked disparity between the story content of primers and what is made available and preferred in the school library. Sex differences are also demonstrable. Our findings can be generalized to support the belief that primers currently in use have inappropriate content that mitigates (against) much of their usefulness as tools for teaching children to read.

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Table I

Comparison of National Sample with Total Library Sample ($p < .05$)

	National Sample	Library Sample
Character	Children only	Animals only
	Children and mother	Make believe
	Children and father	Inanimate object
	Children and other adults	
Theme	Active play	Folk tales
	Imaginative play	Lessons from life
	Pets	Nature
	Real life with positive affect	Real life with negative affect
Age	4-5 years	6-7 years
		10-11 years
Sex	Girl activity	Boy activity
	Both activity	
Outcome	Failure	Success
		Help
		Uncertain
Environment	Suburban	Urban
		Rural
		Make believe
		Other (foreign)
		Country, seashore, etc.

Table II

Comparison of Checked Out and Not Checked Out Books in the Library Sample ($p < .05$)

	Checked Out	Not Checked Out
Character	Animals only Make Believe	Children only
Theme	Folk tales Pranks	Outings Real life with positive affect
Sex	Girl activity	Both activity
Outcome	Failure	
Environment	Make believe	Not clear

Table III

Comparison of Boy and Girl Preferences

($p < .05$)

	Boy	Girl	Both
Character			Inanimate
Theme	Information Pranks	Pets	
Sex	Boy activity		

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Gaston E. Blom, and others

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IDENTIFIERS

ABSTRACT

The purpose of these studies was to examine the motivational aspects of the content of first grade reading textbooks used in the United States and a number of foreign countries. Both socio-cultural dimensions and personality development dimensions were used in the analyses. The objectives were to explore the nature of reading textbook content and its possible influence on reading acquisition and on the transmission of cultural values and attitudes.

Analyses were made of commonly used textbooks, multiethnic urban textbooks and textbooks used in various time periods in American history. First graders' spontaneous library book choices were also analyzed along the same dimensions. These studies led to a practical application of the research: a guide for teachers in selecting stories of interest to children for reading instruction.

Stories told by kindergarten and first grade children from a variety of socio-economic and cultural settings have been collected for theme analysis. In addition, two pilot studies were completed of values and attitudes that are portrayed in the reading materials used in the United States and four foreign countries: Great Britain, South Korea, U.S.S.R. and West Germany.